

THE INDIAN YEAR BOOK OF EDUCATION

FIRST YEAR BOOK
A REVIEW OF EDUCATION IN INDIA (1947-61)
(REVISED EDITION)

PART II
STATE PROGRAMMES



NATIONAL COUNCIL
OF EDUCATIONAL RESEARCH AND TRAINING
NEW DELHI

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A REVIEW OF EDUCATION IN INDIA
(1947-61)

PART II
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Editor-in-Chief

J. P. NAIK

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PREFACE TO THE REVISED EDITION

The First Indian Year Book of Education was published by the National Council of Educational Research and Training in August 1961. It was devoted to a review of education in India from 1947 to 1961 and covered the educational development at the Centre and in the States during the post-independence period. The first edition soon ran out of print, but the demand for the publication was so great that it was found necessary to bring out a second edition. In doing so it was considered desirable to revise the data in the first edition and bring the facts and figures up to date. The present publication is a result of that revision.

While making this revision, we have brought the figures up to the end of the financial year 1960-61, which synchronizes with the close of the Second Five Year Plan. In view of the bulk of the publication, it was also considered appropriate to divide the revised edition into two parts. Part I, *National Review and Central Programmes*, which was published some time back, sets forth a review of education in the whole country and in the Union Territories. The present volume, *State Programmes*, constitutes Part II and deals with the development of education in the States.

We are deeply indebted to the Departments of Education in the various States who so promptly supplied us with the revised information and data that made it possible for us to bring out the revised edition. The book is offered in the hope that workers in the educational field and all those who are interested in Indian education will find it useful.

NEW DELHI
September 1967

L. S. CHANDRAKANT

FOREWORD TO THE FIRST EDITION

On behalf of the National Council of Educational Research and Training, I have great pleasure in presenting to the public the First Year Book of Education which is devoted to a review of education in India in the post-independence period.

Last year, the Ministry of Education launched the scheme of publishing year books of education. Under this scheme, which has since been taken over by the National Council of Educational Research and Training, it has been decided to bring out an annual volume devoted to some important aspect of Indian education. For the First Year Book which was due for publication in 1961, the subject selected was *A Review of Education in India (1947-61)*. The choice was guided by two main considerations. The year 1961 which marks the close of the Second Five Year Plan and the beginning of the Third, is well suited for holding a review of past developments in India and also for projecting a look into the future. Moreover, no comprehensive review of educational developments in India has yet been undertaken although fourteen years have passed since the attainment of independence on 15 August 1947. It was therefore felt that a year book of education devoted to a comprehensive review of educational developments since 1947 would supply a real need and might also be of great help in the implementation of the plans of educational reconstruction and expansion for the immediate future.

The compilation of this year book has been a cooperative endeavour of the Government of India and the state governments. The educational activities of the Government of India are, in the main, discharged by the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs¹; and these two Ministries have contributed Chapters 1 and 2 of the year book. Chapter 3 is based on the material supplied by six Union Territories and three centrally administered areas. Each of the fifteen state governments

¹ These two Ministries have been merged into one Ministry of Education since November 1963.

supplied the basic material on which Chapters 5-19 of the year book have been planned. I take this opportunity to convey the thanks of the National Council of Educational Research and Training to the Ministries of Education and Scientific Research and Cultural Affairs, to all the state governments and administrations of Union Territories and other centrally administered areas, for their prompt and enthusiastic cooperation which has made it possible to bring out the year book in so short a time.

As its title indicates, this year book reviews the main educational developments in the country during the last fourteen years and the story it unfolds is one of substantial advance. The total number of recognized educational institutions in the country has risen from 2,18,171 in 1946-47 to 4,13,656 in 1958-59 and is estimated to have reached 4,60,000 by 1960-61. The total enrolment in recognized educational institutions has risen from 1,82,46,784 (boys 1,39,48,999 and girls 42,97,785) in 1946-47 to 4,14,26,749 (boys 2,96,11,798 and girls 1,18,14,951) in 1958-59 and is estimated to have risen to 435 lakhs (boys 305 lakhs and girls 130 lakhs) in 1960-61. The total expenditure on education rose from Rs. 57.66 crores in 1946-47 to Rs. 260 crores in 1958-59 and to about Rs. 320 crores in 1960-61. The expansion anticipated in the next five years is even more rapid and is likely to match the expansion in the First and Second Five Year Plans put together. This stupendous increase has no precedent in the educational history of this country; nor has it many parallels outside.

This large expansion of educational facilities is shared by all stages of education. At the primary stage, the total enrolment in classes I to V has risen from 141 lakhs (or 35 per cent of the total population of the age-group 6-11) in 1946-47 to 343 lakhs (61.1 per cent) in 1960-61. It is expected to rise further to 496 lakhs (or 76.4 per cent of the same age-group) by 1965-66. There has been a similar expansion in middle school education. The total enrolment at the middle stage or in classes VI to VIII has increased from 20.4 lakhs (or 9 per cent of the population in the age-group 11-14) in 1946-47 to 62.9 lakhs (or 22.8 per cent) in 1960-61. It is expected to rise further to 97.5 lakhs (or 28.6 per cent) by 1965-66.

The expansion in numbers at the elementary stage has also been

accompanied by a considerable improvement in the quality of education. During the last fourteen years, the minimum qualifications for the primary teachers have been raised, facilities for their training have been increased, and their pay scales have been improved. The curricula and methods of teaching have undergone changes ; basic education has been adopted in a fairly large number of schools ; and the school has been brought closer to the local community. A beginning has been made in introducing welfare programmes like midday meals.

In the field of secondary education, the pace of expansion has been very rapid. The total number of secondary schools increased from 5,297 in 1946-47 to 16,600 in 1960-61. It is estimated to rise further to 21,800 by 1965-66. There has been a substantial rise in the number of high schools for girls and those located in rural areas. The number of students has risen from 8,70,000 in 1946-47 (or 3.8 per cent of the children in the age-group 14-17) to 29.1 lakhs (or 11.5 per cent) in 1960-61. It is expected to rise further to 45.6 lakhs (or 15.6 per cent) by 1965-66. Here also, a comprehensive programme of qualitative improvement has been in progress. It includes the conversion of high schools into higher secondary schools ; the consolidation and improvement of about 2,100 multipurpose schools that have already been established and the setting up of four regional colleges for the training of teachers for them ; the provision of increased facilities for the training of secondary teachers and improvement of training colleges through the establishment of extension services departments ; large-scale in-service training of teachers ; intensive drive for examination reform ; provision of educational and vocational guidance ; and improvement in the textbooks and teaching methods of scientific subjects.

The expansion has probably been most rapid in higher education. The number of universities has increased from 19 in 1946-47 to 46 in 1960-61 and is expected to rise to 61 by 1965-66. In 1946-47, there were 297 arts and science colleges, 199 intermediate colleges and 140 professional and technical colleges. In 1960-61, there were 462 university departments, 228 constituent colleges, 1,316 affiliated colleges and 83 recognized research institutions. There are 15 Boards of Secondary and Intermediate Education to which 988 intermediate colleges are affiliated. In addition, there are 581 institutions of

higher education which are not affiliated to any university. The increase in the number of students is equally impressive. Enrolment in arts and science colleges has increased from 2,12,000 in 1946-47 to 8,40,000 in 1960-61 and is expected to rise to 12,20,000 by 1965-66.

Enrolment in colleges of professional and special education has increased from 44,000 in 1946-47 to 2,75,000 in 1960-61 and is expected to rise further to 4,60,000 by 1965-66. Equally great expansion has taken place in agricultural, veterinary and medical education. But by far the largest and most significant developments have occurred in engineering and technical education. In 1947, there were only 38 institutions for degree courses in engineering and technology (with admission capacity of 2,940 students) and only 53 institutions for diploma courses (with admission capacity of 2,670 students). By 1960-61, the number of institutions offering degree courses had increased to 100 and their admission capacity to 13,860. The number of institutions offering diploma courses during the same period had increased to 196 and their admission capacity to 25,570. By the end of the Third Plan, the number of institutions offering degree courses will rise to 117 (with an admission capacity of 19,140) and that of institutions offering diploma courses to 263 (with an admission capacity of 37,390).

Measures to improve the quality of higher education have also been taken. The University Grants Commission was set up in 1953 and given a statutory basis in 1956. The salaries of university teachers have been considerably improved, and thanks to the large programme of exchange scholarships, they now have far better opportunities to improve their qualifications than at any time in the past. With substantial assistance from the University Grants Commission, the state governments and the public, a large number of tutional buildings, hostels, libraries, laboratories and staff quarters have been constructed. Facilities for post-graduate teaching and research have increased several-fold and more attention is now being paid to student welfare and guidance.

The promotion of scientific and technological research has been given a very high priority and a large number of research institutions, including 20 national laboratories and three regional research centres, have been established. The research departments of universities have been considerably strengthened and a strong scientific and

technical organization has been built up. During the Second Plan alone, an expenditure of Rs. 72 crores was incurred on scientific and technological research. In the Third Plan, a provision of Rs. 130 crores has been made for further developments in addition to the provision of Rs. 75 crores for the continuance of facilities already established.

There has been a great advance in the education of girls. The total enrolment of girls in all educational institutions has increased from 43 lakhs in 1946-47 to 130 lakhs in 1960-61 and is expected to rise further to 250 lakhs by 1965-66. The gap between the education of boys and girls is being bridged and special facilities are being provided for expanding the education of girls at every stage, particularly by increasing the number of women teachers in primary schools.

There are three other sectors in which considerable progress has to be reported. The first is the provision of scholarships and free-studentships. The state governments have increased facilities of free education and the scholarships vary considerably at all stages. The Government of India also has instituted a large number of post-matriculation scholarships which include about 60,000 scholarships a year for scheduled castes, scheduled tribes and other backward classes, national and merit scholarships which number 2,200 at present, 100 scholarships a year for research in humanities, and another 100 scholarships a year for advanced studies in the fine arts. There are also scholarships for studies in residential schools. Besides, a large programme of scholarships for studies abroad has developed as a result of wider international contacts. The Government of India has also instituted scholarships for students from other countries, particularly from Asia and Africa, to study in India. In 1946-47, the total expenditure on scholarships was only Rs. 22 lakhs. This had increased to about Rs. 14.5 crores in 1960-61. About 4.5 per cent of the total educational expenditure is now spent on the provision of scholarships.

The second sector is that of the development of Hindi. Valuable work has been done in the development of a scientific and technical terminology in Hindi and about 2,95,000 terms—out of a total estimated requirement of about 3,50,000—have been coined ; a large programme of publication of Hindi books has been under-

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taken ; and the non-Hindi states are adopting vigorous measures to propagate Hindi.

The third sector is that of the education of the scheduled castes, scheduled tribes and other backward classes. Here, a general programme for their social and economic betterment has been launched and liberal concessions and assistance have been provided for their education at all stages.

Among the various other activities that have grown up, mention may be made of the new programme of social education, the establishment of the Lakshmibai College of Physical Education which provides a three-year degree course and will soon provide facilities for post-graduate study and research, the establishment of the National Institute of Sports at Patiala to train first-rate coaches needed by the country to develop games and sports, the large expansion of the National and Auxiliary Cadet Corps, the expansion of facilities for the education of the handicapped, assistance to voluntary educational organizations, improvement of textbooks and production of suitable literature for children and the new reading public, promotion of educational research, and the establishment of the National Council of Educational Research and Training.

These great achievements have been possible because of the new awakening following the attainment of independence, the larger allocations made to education as compared to those in the preceding period, and the cooperative understanding that has developed between the Centre and the states in facing common tasks of national reconstruction. The tasks of educational reconstruction, none too easy at any time, are becoming more and more complex as the popular demand for education grows and as the rapidly developing economy brings to light new gaps and deficiencies in the existing system. They lend an added urgency to the task of providing universal and compulsory education, liquidating illiteracy, reorganizing secondary education, raising the quality of education generally and, in particular, in the institutions of higher learning, and of attuning the educational system as a whole to the economic, social and moral goals that the nation has set for itself. At the elementary stage of education the national target was to provide free and compulsory education for all children up to the age of 14 by 1960. It has not, however, been possible to achieve this target by the due date.

A tremendous effort is needed to ensure that the goal is reached within the next decade. In the field of secondary education the facilities available in rural areas and the provision for girls are still far from adequate. The process of reorganizing secondary education so that it may serve adequately the needs of the society has to be considerably accelerated. At every stage of education there is still a substantial amount of wastage and stagnation waiting to be eliminated. As an essential element in the general programme of improvement, the status and professional competence of teachers have to be raised and their conditions of employment made commensurate with the importance of their duties.

The people of India have decided to eliminate poverty, inequality and injustice and to create a socialistic democracy in the country. It is now the main responsibility of the schools to prepare citizens who would have the knowledge, skills and values essential for the creation and stabilization of this social order. One of the fundamental tasks of educational reconstruction is to reorient the system so as to ensure that its products are of a quality and standard needed to implement the national decision to build up by democratic means, a rapidly expanding and technologically progressive economy and a social order based on justice and equality of opportunity.

I am glad that this review is objective enough to invite attention, not only to the great and significant achievements of the last fourteen years in almost every sector of education, but also to the gaps that need to be bridged. The difficulties inherent in the situation cannot be overlooked. Until a self-generating economy gets off the ground, there will be inescapable gaps between the needs and aspirations on the one hand, and the material resources on the other. In consequence, education suffers for want of resources. We spend only about 2.2 per cent of the national income on education at present while most countries spend from 3 to 5 per cent, and some—like USA or USSR—spend even about 7 to 8 per cent. It is also a pity that a substantial proportion of even this limited expenditure is rendered infructuous through wastage and stagnation. Moreover, educational programmes and those of general economic development have to be more closely integrated so that one may support the other.

The main purpose of a 'review' is not only to mirror the past, but also to indicate signposts for the future. This review of the last

14 years therefore has also to be used for planning the developments during the next 15 years, 1961-76. The perspectives of the ensuing Plans assume that the population of the country will rise to 625 lakhs by 1976. In order to provide the minimum basis of a good life for a population of this size and to establish a self-generating economy, it is proposed to raise the national income from Rs. 14,500 crores in 1960-61 to Rs. 34,000 crores in 1975-76 (at 1960-61 prices). This will increase the national income per head of population from Rs. 330 in 1961 to Rs. 530 in 1976. Although this economic development forms the core of the Plan, it cannot be separated from the development of moral, human and spiritual values which alone give meaning to economic progress. It is therefore also proposed to stress economic and social integration and, to that end, to educate every individual to be a disciplined, cultured, productive and efficient citizen and also to ensure him the right to work, to equal opportunity and to a minimum level of living.

This task is as difficult as it is challenging and it can be achieved only if intensive and well-planned efforts are directed to developing the human factor in economic growth. Education, properly interpreted, is the development of this human factor and expenditure on education is the most fundamental and, in the long run, the most productive investment that a country can make. For developing and sustaining a self-generating economy, it would not be an unrealistic target to aim at increasing the investment in education from 2.2 per cent of the national income to 4 per cent by 1976, which would imply that the total educational expenditure in the country would rise from Rs. 32 crores or Rs. 7.3 per head in 1961 to Rs. 136 crores or Rs. 21.7 per head by 1976.

Educational reconstruction needs funds ; but it cannot be secured by funds alone. What is of far greater importance is the development of significant educational programmes calculated to produce the type of citizens we need, the development of research and a system of continuous self-evaluation, the recruitment of competent and devoted persons as teachers, the organization of their training at the highest possible level of efficiency, and the creation of conditions in educational institutions under which teachers and students can live and work together to the best advantage. This is the challenge that faces us all during the next fifteen years, which

may well be the most crucial years in the life of this country ; and this review would have served its purpose if it can highlight the main elements of the past that might guide us in this great undertaking in the immediate future.

NEW DELHI
15 August 1961

PREM KIRPAL
Director
National Council of Educational
Research and Training

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CHAPTER 5

Andhra Pradesh

General

The State of Andhra was brought into existence in 1953 by carving eleven districts out of the composite State of Madras. Most administrative offices of the new State functioned in Madras until 1955 when they were moved to Kurnool. The second reorganization of the State took place after the linguistic division of the erstwhile Hyderabad State when nine of its Telugu-speaking districts, including the twin cities of Hyderabad and Secunderabad, were added to Andhra. The reorganized State was rechristened 'Andhra Pradesh' and its capital was moved from Kurnool to Hyderabad on 1 November 1956.

Andhra Pradesh has an area of 106,286 square miles and a population of 35,983,447 which gives a density of 339 per square mile. About 82 per cent of the population lives in villages which number 27,084 and 68.7 per cent of the population lives on agriculture. The main religious communities in the State are Hindus (31.8 million), Muslims (2.7 million) and Christians (1.4 million). The scheduled castes (4.87 million) and scheduled tribes (1.3 million) form a sizeable portion of the State's population¹. Economically and socially, these communities are still backward, though the younger generation, by virtue of increased educational facilities and numerous other concessions, is making rapid progress. The traditional social order is slowly dying and a new one is taking its place. Child-marriage has practically disappeared and Purdah is fast becoming a thing of the past. Untouchability too is dying although rather slowly in the rural areas.

Andhra Pradesh has also made good industrial progress, the principal industries of the State being textiles, sugar, paper, cement, cigarettes, rice milling and vegetable oil. There are a number of small-scale industries and six industrial estates in the State. Most

¹ Figures refer to the 1961 census.

big industries are located in towns and cities and so, the urban population is increasing at a very rapid rate.

The principal local bodies in the old framework were the corporations and municipalities in urban areas and the district boards and village panchayats in rural areas. With the advent of democratic decentralization, administration at the district and block levels was vested in Zila Parishads and Panchayat Samitis respectively. The latter look after elementary education, public health, communications and other developmental activities at block level while the former deal with secondary education and similar developmental activities at the district level. The main sources of revenue for these local bodies are house tax, professional tax, vehicle tax, education cess, and so on. But the bulk of their income consists of government grants.

Telugu is the regional language of the State while Urdu is spoken extensively in the capital city. Quite a large number of people in the Telangana area speak Hindi, Kannada and Marathi.

Development of Education before 1956

The tradition of learning in Andhra Pradesh is very old. The excavations in the Nagarjuna Sagar valley have brought to light the remains of a university established by the scholar-saint, Nagarjuna, some 1,700 years ago. Besides this ancient seat of learning, there was a network of oriental institutions which trained Pandits in Telugu and Sanskrit and Maulvis in Persian and Arabic. Devotion to learning and propagation of spiritual ideals were the hallmarks of the old tradition. There are still a few institutions of this type in Vizianagram, Tirupathi, Kurnool, Hyderabad and other places. Some of these are recognized and aided by the government; but a large number function in obscurity, unaided and unrecognized. These schools cannot boast of trained teachers, standardized scales of pay, type-design buildings or modern equipment. Yet they contribute substantially to the dissemination of knowledge and the preservation of ancient culture.

The State of Andhra Pradesh, as mentioned earlier, consists of two separate regions—the Andhra area and the Telangana area. In the Andhra area, pioneer efforts in modern education were made by missionaries in the early years of the nineteenth century. State

enterprise developed only after the creation of the Madras Education Department in 1855 and the establishment of the Madras University in 1857. Up to 1921, the emphasis in official policy was on the spread of secondary and higher education, and primary education was comparatively neglected. With the transfer of education to Indian control in 1921, greater attention began to be paid to mass education. Facilities for primary education were greatly expanded, and compulsory education was introduced in a number of urban and rural areas. In 1926, a separate university called the Andhra University was established; and by 1947, the Andhra region had become one of the educationally advanced parts of the country.

The story of education in the Telangana area (which came over from the former Hyderabad State) is very different. This area formed a part of the Nizam's dominions till 1948. It had a university of its own—the Osmania University established in 1917; but on the whole, the State spent very little on education. Judged either by the number of educational institutions or by the number of scholars in attendance, Telangana was one of the most backward areas of the country. Educational development in this area had to wait till the introduction of democratic administration in Hyderabad State in 1948. Substantial progress was made during the next eight years, i.e., from 1948 to 1956, but in spite of the appreciable achievements of this period, the Telangana region continued to be a backward area, so much indeed that the equalization of educational development in the two regions became one of the special problems facing the new State of Andhra Pradesh on its formation in 1956.

It is a pity that complete statistics regarding the development of education in Andhra Pradesh are not available. No data prior to 1953 are available for the Andhra region. For the Telangana region, the position is even worse and no data are available for the period before 1956. For the State as a whole, therefore, statistical data are available only from the year 1955-56 onwards.

Primary Education

On the formation of Andhra State in 1953, the organization and administration of primary education continued to be on the pattern of the composite Madras State and the distribution of schools by management was: 54.2 per cent by private managements, 38.5 per

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cent by local bodies and 7.2 per cent by the State Government. The aided schools were given a teaching grant equal to the salaries of teachers and a maintenance grant amounting to 15 per cent of the annual teaching grant. In the Telangana area, most schools were run by the government. As has been mentioned earlier, the Telangana area compared unfavourably with the Andhra region in primary as in the other branches of education. The total number of primary schools was small and the acute shortage of teachers (particularly those who knew the regional language other than Urdu) kept the level of expansion low. But the two regions had one thing in common, namely, the introduction of compulsory education in a few selected areas on an experimental basis. Under the Madras Elementary Education Act 1920, compulsion was in force in a few Andhra districts ; and in the Telangana region, the Hyderabad Compulsory Primary Education Act 1952, was in operation in some selected areas in each district and in selected localities of the cities of Hyderabad and Secunderabad.

Reference must be made here to the experiment of the Modified Scheme of Elementary Education introduced in the composite Madras State in 1953. The main object of the scheme was to enrol additional children in the age-group 6-12 without additional expenditure to the State, and to remedy the predominantly bookish character of the existing schools. For this purpose, the pupils in the school were divided into two batches, one batch attending the morning session on one day and the afternoon session on the next day, and so on alternately. Every batch was expected to participate, while not at school, in local crafts and other social and practical activities of the community. The scheme, however, ran into difficulties on a number of counts and had soon to be abandoned.

The Andhra Government appointed the Kuppuswamy Committee in 1954 to suggest ways and means of improving the quality of elementary education without undue additional cost to the State. On one of the recommendations made by this committee, the State Government in 1956 started a campaign to take over all the aided elementary schools in the Andhra area. The scheme met with great success and almost all the aided schools that had been run for decades by private individuals and agencies were handed over to the government voluntarily. These schools were transferred first to

the control of the district boards and municipalities and, under the scheme of democratic decentralization, to that of the Zila Parishads, Panchayat Samitis and municipalities in November 1959.

Another far-reaching reform suggested by the Kuppuswamy Committee referred to the nationalization of textbooks. This scheme was put through in 1957-58. The State appointed a special officer for this purpose. The textbooks in Telugu for classes I-V and in mathematics, science and social studies for class V have already been nationalized. The books for the other classes of the elementary schools, as also those of classes VI and IX, are proposed to be nationalized in the next few years.

An educational survey was conducted in the State in 1956-58 to ascertain the extent of additional educational facilities required at the primary and secondary stages. The findings of this survey have set the stage for the introduction of universal education in the Third Plan.

In the First and Second Plans, the State Government did its best to provide adequate buildings and equipment for the schools. With the advent of democratic decentralization, primary education is expected to make further progress—quantitatively as well as qualitatively. Steps have been taken recently to raise the salary scales of primary teachers.

An experimental scheme for the supply of midday meals in 20 selected Samiti blocks was implemented in 1959-60. Schools in five to ten villages in each of the 254 Samiti blocks were brought under the scheme in 1960-61, and the experiment is being continued during the Third Plan.

Facilities for the training of teachers in the State have been increased considerably. Thirty new training schools were opened in 1959-60 and 17 in 1960-61. The system of part-time training for untrained teachers already in service is also being tried out as an experiment in six selected centres in Hyderabad and Secunderabad. Stipends at special rates have been sanctioned in order to attract a large number of trainees. Schemes for the construction of buildings of training schools in Andhra and Telangana have been taken in hand.

A uniform curriculum and integrated syllabi of studies were introduced in the State in 1958. The curriculum includes languages,

mathematics, science, social studies, physical training, arts and crafts, moral instruction and English (optional in higher elementary schools). The project to improve science teaching at the primary school level initiated by the State Government in 1957-58 deserves special mention. The scheme was started in two places, Kurnool and Hyderabad. A consultant and a field worker attached to a training college visit and conduct guidance programmes in elementary schools within an area of 100 square miles. Among other things, the specialist staff arranges for demonstration lessons and displays of science equipment.

Regarding the general pattern of education, it has been decided that the first seven years of schooling will form an integrated course of elementary education. The elementary stage will be followed by four years of secondary education. The total period of elementary and secondary stages will thus come to 11, instead of 12 years, as at present. The new integrated course of elementary education will be fully introduced in all the schools of the State by 1965-66. It has been further decided that the basic and non-basic schools will have a common syllabus.

The expansion of primary education has, by and large, been quite satisfactory. By 1960-61 there were 31,508 primary schools including 2,532 junior basic schools and the enrolment in classes I-V was 29.76 lakhs. In the Third Plan, it is proposed to enrol about 20.81 lakhs of additional children. To introduce compulsory education effectively implies educated public opinion and public cooperation. In the years ahead, the Department proposes to go all out to create a favourable climate of opinion and to secure the fullest cooperation of the people of the State for compulsory primary education.

Basic Education

As a result of the systematic efforts made for the development of basic education in the First and Second Plans, the number of junior and senior basic schools has increased to 2,532 and 338 respectively. However, the introduction of compulsion in the Third Plan will increase the number of non-basic schools and thus defer the conversion of all primary schools into the basic pattern. One important measure which the State Government has taken to meet

this difficulty is the initiation of a programme of orientation of all elementary schools towards the basic pattern. It is expected to be completed by the end of 1961-62.

There is provision in every basic training school for a three-month course for re-training non-basic elementary and secondary teachers. The Post-graduate Basic Training College, Pentapadu, also conducts a re-training course of five months' duration. It is the policy of the State to train all inspecting officers in basic education.

Secondary Education

Table 48 shows the progress of secondary education in the State.

TABLE 48: PROGRESS OF SECONDARY EDUCATION IN ANDHRA PRADESH
(1955-56 AND 1960-61)

	1955-56	1960-61
Number of institutions		
High schools	687	1,082
Higher secondary schools	—	87
Multipurpose schools	39	53
Number of pupils	1,81,451	1,96,184
Expenditure (Rs. in lakhs)	274.80	537.16

It will be seen that 395 new high schools, 87 higher secondary and 14 multipurpose schools were opened during the Second Plan period. Public enthusiasm for starting high schools by donating land and money has been greater than its solicitude for primary schools. High schools have sprung up in all sorts of places and quite a number can pride themselves neither on their buildings nor on their equipment. In the Andhra area, the largest number of high schools used to be run by the district boards, while in Telangana most of the schools were managed by the government. Now all these schools (those in the municipal areas excepted) have been transferred to the control of the Zila Parishads.

Training facilities for teachers of secondary schools are fairly

adequate, although some expansion during the Third Plan will still be necessary. There are five government training colleges, one private training college for women and two private colleges with training departments. Between them these institutions train about 700 teachers annually. Three training colleges offer courses leading to the Master's degree in education. To meet the needs of higher secondary schools, each of the three universities in the State is conducting a short certificate course of three months' duration. It is now proposed to make it a one-year course.

Training courses for Pandits in Hindi and Telugu are conducted at Hyderabad and Rajahmundry. The extension service departments attached to four of the training colleges of the State conduct in-service training, seminars, and week-end courses. A State educational and vocational guidance bureau has also been started. Among other things, it trains counsellors, guidance officers and career masters for the upgraded high schools. To improve the standards of teaching in the upgraded high schools, a team of five subject inspectors has been appointed. These officers visit schools, give demonstration lessons and conduct seminars for teachers. The pay scales of all categories of secondary teachers have also been improved and made uniform.

Several measures have been introduced to improve the assessment of pupil performance. Cumulative records have been introduced and a weightage of 25 marks has been provided for taking into account sessional work at the time of the public examination. In annual promotions, equal weightage is given to the class record and the annual examination. Objective type of questions have been introduced in both the external and internal examinations. The setting up of a State evaluation unit is now under consideration of the government.

Preparation of integrated syllabi for high schools and higher secondary schools has been taken up.

With the introduction of the new syllabi, secondary education in the State will be in a better position now to achieve the basic objectives of reorganization. A number of schools have been converted into multipurpose schools. The main idea behind the diversification of secondary education has been to provide a greater variety of practical education for the vast majority of students who

are not suited for higher education. It cannot, however, be claimed that the main purpose of the reform has been achieved yet. On the one hand, the pace of conversion of high into higher secondary and multipurpose schools has been slow, owing mainly to shortage of funds and teachers; on the other, the working of the multipurpose schools has left much to be desired in as much as they have not fully met the needs of students who, at the end of the secondary school, wish to enter the work force.

University Education

There are three universities in the State, the oldest being the Osmania University which, until 1950, employed Urdu as the medium of instruction. The Andhra University, Waltair, was incorporated in 1926; and the youngest is the Sri Venkateswara University started in 1954 in the renowned pilgrim centre, Tirupathi. All three are teaching-cum-affiliating universities.

The Osmania University had 16 colleges, 470 teachers and 7,600 pupils (1,640 girls) in 1948-49. In 1960-61 there were 43 colleges², 1,560 teachers and 20,297 students (3,343 girls). It has introduced the three-year degree and the general education courses.

One medical college at Kakinada and 12 degree colleges were affiliated to the Andhra University in 1947. By 1960-61 the number of university and affiliated colleges had increased to 51 (including 14 oriental colleges but excluding 8 university departments): 25 in the humanities and sciences (including two having classes in education), two in education, three in engineering and technology,³ three in medicine and one each in law and agriculture.⁴ The pre-university courses were started in 1957 and were followed by the three-year pass and four-year honours degree courses in 1958. The pre-professional course has also been started. In 1960-61 the number of teachers was 1,952 and the number of students on rolls was 27,605 (3,050 girls). With liberal aid from the University Grants Commission, hostels for girls have been constructed in the university college and in four of the affiliated colleges.

² Includes six oriental colleges and one college of fine arts and architecture.

³ Includes two university departments.

⁴ Includes one university department.

Sri Venkateswara University had 22 affiliated colleges⁵ with 971 teachers and 8,794 students (884 girls). It has also started the pre-university, the three-year degree and two-year post-graduate courses. With the starting of the pre-university and the three-year degree courses there was a sharp fall in the strength of colleges. Although the enrolment figures are again registering an upward trend, there is no overcrowding and the teacher-pupil ratio has shown definite improvement. All the men's colleges are open to women also ; the number of women's colleges has risen from two to nine during the post-independence period.

With liberal financial assistance from the State, the Central Government and the University Grants Commission, the universities have forged ahead in their developmental activities. The change in the pattern of university education has been the most outstanding qualitative achievement of recent years. There has been no serious or widespread indiscipline among students, and standards of instruction and examination have been maintained at a high level. The main provisions in the Third Plan will relate to the completion of the three-year degree course scheme and to the expansion of facilities for the teaching of science.

Technical Education

Technical institutions, which were under the control of three independent heads of departments in the erstwhile Andhra State, were brought under the control of one department that was in existence in the erstwhile Hyderabad State and was called the Department of Technical Education and Training. The Director of Technical Education is the head of the Department.

There are 40 government institutions under the direct control of the Director of Technical Education—two engineering colleges, thirteen government polytechnics, two mining institutes, one ceramic institute, nine industrial training institutes and eleven other vocational and fine arts institutions. Besides, there are 39 recognized aided institutions (including three polytechnics and one industrial training institute) run by local bodies and private agencies. In addition to the colleges directly under the department of technical education, there are university engineering colleges at Hyderabad

⁵ Includes four oriental colleges.

and Waltair which had 754 and 541 students respectively in 1960-61.

At the end of the Second Plan, the number of engineering colleges, polytechnics and industrial institutes in the State was eight, nineteen and ten respectively and the total intake capacity of the three types of institutions was 1,060, 2,473 and 2,012. The department of technical education has an ambitious programme of expansion. The more important schemes relate to the establishment of a government engineering college, several polytechnics, junior technical schools and industrial training institutes, introduction of post-graduate courses in government engineering colleges, construction of hostels for industrial training institutes and the upgrading of the Domestic Science Training College and the School of Music and Dance.

Professional Education

There are eight government and four private medical colleges with a total intake of 4,698 (1960-61). In addition, facilities are available for the training of a number of categories of workers required for health and medical services such as health inspectors, pharmacists, nurses, auxiliary health workers, radiographers, etc. There is also a college of nursing with an intake capacity of 25. It was established in 1959 with the assistance of the U.S. Technical Cooperation Mission.

There are two agricultural colleges—the College of Agriculture at Bapatla with about 420 students and the College of Agriculture, Osmania University, with 273 students (1960-61).

There is also a veterinary college at Tirupathi with about 300 students on rolls (1959-60). To meet the acute shortage of veterinary graduates, a number of scholarships have been provided at the Osmania Veterinary College, Hyderabad, and the intake of the college has been increased. There are two veterinary schools, one at Vishakhapatnam and the other at Hyderabad, with 205 and 130 students respectively.

Social Education

Social education programmes are formulated and implemented under the joint auspices of the education and community

development departments. To impart literacy to adults, there are adult schools generally run by teachers trained in adult literacy methods. Trained teachers are paid Rs. 16 while untrained teachers get Rs. 12 per month for this work. There is a government training school at Patamata for training teachers in adult education methods. In 1960-61 there were 1,358 adult education centres. The Department also maintains two adult education mobile units with an audio-visual unit for intensive propaganda in adult education.

In the community development blocks, a number of social education centres are organized for literacy and other programmes. At the block level, the social education organizers are concerned mainly with post-literacy programmes, such as the running of adult education centres, youth clubs, Mahila Mandals, recreation and coaching centres, etc. There are 287 social education organizers in the State, of whom 246 are trained. Four gazetted officers were trained in social education at the National Fundamental Education Centre, New Delhi, in 1958. It has been decided to train all the district educational officers in social education; and three batches of ten officers in all have already been deputed to the National Centre at Delhi.

The Janta College at Domakonda is a residential institution, which trains village youth in the art of better living and prepares them for local leadership and community service. So far six batches with a total of 184 young men and women have been trained.

In 1957, a scheme for the production of purposeful literature for neo-literates was undertaken and 42 books were brought out by 1960-61.

There is a fairly well-developed library service in the State as shown in Table 49.

TABLE 49: LIBRARIES IN ANDHRA PRADESH

State central library	1
State regional library	1
District libraries	850
Number of volumes in district libraries	8,00,000
Circulation	63,05,588
Current expenditure	Rs. 6,15,650 (approximately)

Girls' Education

Table 50 shows the enrolment of girls at the primary and secondary levels.

TABLE 50: PROGRESS OF GIRLS' EDUCATION IN
ANDHRA PRADESH

	Number of girls	
	1955-56	1960-61
Classes I to V	8,54,669	11,35,391
Classes VI to VIII	61,152	92,085
Classes IX to XII	21,755*	31,391

Mixed educational institutions are popular at all levels. Parental indifference to girls' education is gradually waning. In the rural areas, girls are still kept at home to help their parents. Many girls who have completed the primary stage are not able to continue studies at the secondary stage of education for want of a middle school in the village. The government is planning to start at least one middle school for girls at every taluk headquarters. Twenty such schools have already been opened.

As an inducement to girls at the primary stage, some provision has been made for midday meals, free supply of books and stationery, award of attendance scholarships, and for free clothing to poor girls.

With the same object in view, 250 school mothers have also been appointed. To help women teachers take up residence in the rural areas, the construction of 291 residential quarters was taken in hand in 1959-60. Twenty quarters have already been completed. Stipends at Rs. 20 per month have been instituted in the last two classes of high and higher secondary schools for girls who are willing to become teachers after school. This scheme is expected to cover 3,000 girls in 1960-61. Six special training schools for adult women

* The figures are for classes IX to XI only.

have also been started. These institutions provide for a composite course of three years' duration consisting of general education and teacher training of the elementary grade. The schools are intended for those adult women who, having missed adequate schooling in the early years of their life, desire to rehabilitate themselves as teachers. The trainees are given stipends during the period of training.

There is a sprinkling of girls in the technical schools and professional institutions—medicine and teaching being the most popular professions. There are a few craft training centres for adult women as well as a domestic science college for girls in Hyderabad.

There are quite a number of women officers in the Directorate of Education of the State—five inspectresses, two district educational officers, one special inspectress, five principals and several deputy inspectresses and headmistresses.

The problems that remain to be solved with regard to women's education are too numerous and difficult to warrant complacency. Much remains to be done in the countryside to create a strong urge for the education of girls. It is to this task that the departments of education, social welfare and community development will require to address their coordinated and untiring efforts.

Teaching of Science

A pilot project for improving the teaching of science in primary schools was started in 1957-58. It has two units—one at Kurnool and the other at Hyderabad—and each unit serves about 100 schools in its area.

At secondary level, the special subject inspector in science, along with the other inspectors, visits the upgraded schools and gives guidance to teachers. Multipurpose schools have been given liberal grants to equip their laboratories. The departments of extension services attached to four of the training colleges in the State conduct seminars and courses for science teachers from time to time. It is unfortunate that, barring the few multipurpose schools, the thousand and odd ordinary high schools in the State have no science equipment worth the name. This poses a huge financial problem and much will depend on the readiness of local bodies to bear at least part of the cost of equipping these schools.

Scholarships

The State follows a generous policy of scholarships and freeships at all stages and for all types of education. Every year, an expenditure of about Rs. 5 lakhs is incurred for the purpose. Education up to class VIII is free in the entire State. Some special scholarships are also provided in the two public schools of the State—the Hyderabad Public School and the Rishi Valley School. The policy of the Department is to increase the number of scholarships, particularly for the scheduled castes and the backward classes, so that these communities that have suffered social and economic neglect in the past can improve their lot by having normal access to facilities for higher education.

Physical Education

Physical education in Andhra is supervised by a chief inspector of physical education assisted by three regional inspectors. The inspector of physical education in Telangana is assisted by the regional inspector. There is an inspectress for physical education for the whole State and she is assisted by two regional inspectresses. There is also an inspector of games to look after games, sports and other youth welfare activities.

Formerly, teachers of physical education were being trained at the YMCA College, Saidapet, Madras. In Hyderabad, the Academy of Physical Education run by Shree Hanuman Vyayamasala conducted this training till 1957. Now there is a government college of physical education at Hyderabad and a private college at Vijayawada.

Physical education forms an integral part of the school curriculum, two periods a week being allotted for the purpose. Most secondary schools have trained physical education teachers. The position of physical education equipment in schools is also fairly satisfactory, although the same cannot be said about the provision of playground facilities. Every college has a director of physical education on its staff.

In sports, several athletic meets and tournaments are arranged for boys and girls of different ages. For Hyderabad and Secunderabad, there is an athletic association of which the Director of Public



Instruction is the ex-officio president. In the Andhra area, district and regional tournaments are conducted under the supervision of the inspecting officers. This scheme is now to be extended to the Telangana area.

NCC and ACC

The NCC/ACC and NCC rifles cover over 80 per cent of the secondary and higher educational institutions in the State. The present authorized strength is shown in Table 51.

TABLE 51: GROWTH OF NCC AND ACC IN ANDHRA PRADESH⁷

		Boys	Girls
NCC senior division	Officers	181	23
	Cadets	9,816	1,035
NCC rifles	Officers	58	2
	Cadets	11,600	400
NCC junior division	Officers	149	66
	Cadets	6,705	2,970

In addition, the Auxiliary Cadet Corps has 2,333 teachers and a strength of 1,23,355 cadets—both boys and girls.

There is an officers' training unit for college students. Glider training is imparted to the senior division cadets of the air wing. Selected girl cadets are given training in aero-modelling. Some cadets are also given training in the Himalayan Mountaineering Institute, Darjeeling.

Scouting

The Bharat Scouts and Guides, Hyderabad, control the scouting activities in the State. There are 39 scout and guide districts in the State, with the district educational officers as ex-officio district commissioners. In 1960-61 the enrolment of scouts was 56,670 and that of guides 11,197. The scouts of Andhra Pradesh have made themselves popular by active help and service during floods and

⁷ See Annexure V in Part I for detailed account of the growth of the NCC and ACC.

pilgrimages. Scout rallies and jamborees are held from time to time and training programmes at different levels are conducted throughout the year.

Medical Inspection

Secondary schools are permitted to levy a special fee for medical inspection but very few schools seem to be making use of this provision. The doctor who conducts medical examination is paid 75 paise for the first inspection and 37 paise for each subsequent examination. There are school health clinics in the district headquarters, staffed by health officers and health visitors. Besides giving medical aid to school children, these clinics disseminate useful knowledge about sanitation, personal and community health. The system of school health clinics, which was in vogue in Telangana for years, has now been extended to the Andhra area.

Education of Scheduled Castes, Scheduled Tribes and other Backward Classes

The Social Welfare Department is in charge of the scholarships and other ameliorative measures for the benefit of scheduled castes and other backward classes. The students from these classes are exempt from paying fees at all stages of education. An amount of Rs. 20 lakhs is being spent annually for giving aid to about 10,000 scheduled caste students and an amount of one lakh rupees is being spent annually for giving aid to about 500 scheduled tribe students. All eligible students from these communities are given scholarships. Midday meals are also provided to the scheduled caste and backward class pupils in the Andhra region.

The students from the other backward classes are eligible for a half fee concession and for grant of scholarships at all stages. Scholarships are awarded on a selective basis—an amount of Rs. 15 lakhs is spent on the programme every year.

As a special incentive to pupils belonging to the scheduled castes, scheduled tribes, ex-criminal tribes and other backward classes, board and lodging facilities are offered to them in private subsidized hostels. The value of the government subsidy is Rs. 15 per month per boarder for ten months. There are 381 subsidized hostels in Andhra and 64 in Telangana. The government has provided Rs. 15,35,800

towards boarding grants every year in the normal budget. The provision in the Plan for this purpose is in addition. Government also manages 54 hostels in Andhra and 28 in Telangana at a cost of Rs. 11,25,000 every year. Three hostels meant exclusively for tribals were opened during the Second Plan.

In the agency area of Andhra region (East Godavari, West Godavari, Srikakulam and Visakhapatnam districts) there is an agency educational officer to look after the education of tribals. The tribal children are given free books and clothing. The administration runs six midday meal centres. A grant of Rs. 50,000 was sanctioned to the Cultural Research Institute, Andhra University for doing research into tribal dialects and way of life. The expansion of education in the tribal areas, particularly in the Andhra area, has, all things considered, been remarkable.

Pre-primary Education

At present, there are 47 pre-primary schools (two government, 26 district board, four municipal board and 19 aided) with a total enrolment of 3,080 pupils as against 17 schools with an enrolment of 1,283 pupils in 1956-57. Nursery schools are generally run as separate institutions although, in some places, they are also attached to primary schools. Till 1953-54, only private agencies maintained pre-primary schools and these schools were all in urban areas as there was no private initiative to start such schools in rural areas. In the existing circumstances, no large-scale expansion of pre-primary education is envisaged in the near future.

There are two pre-basic training schools, one attached to the Post-graduate Basic Training College, Pentapadu, and the other to the Government Training College, Hyderabad. There is also a proposal to start a Montessori training centre at Hyderabad. Pre-basic trained teachers are allowed the scales of secondary grade or elementary grade teachers depending on whether they hold the senior or the junior pre-basic certificate.

Education of the Handicapped

There are five schools for the education of the handicapped children in the State. The Government School for the Blind and Deaf at Hyderabad trains pupils in crafts like tailoring, needle work,

book binding or cane weaving and in music. The Government School for the Blind at Cuddapah provides for music and for weaving of tape and mats. The Government School for the Deaf and Dumb at Kakinada provides training in wood work, printing and tailoring. The two remaining schools are private—the Lutheran School for the Blind at Rentachintala and the School for the Blind at Guntur. The first four of these schools are residential.

In addition to crafts, all these schools provide general education. The school at Hyderabad prepares students for the high school certificate ; the Guntur school has primary classes only ; the remaining three schools provide instruction up to standard VIII.

The aided schools get grant-in-aid as the other aided institutions, i.e., two-thirds of the net cost and half of dearness allowance. A few day-scholars also attend these schools. The Department gives the students boarding grants and allowances for clothing, conveyance and books.

A one-year training course was conducted in 1958-59 and 1959-60 for the training of teachers in these schools. Training courses are conducted from time to time according to the needs of the State.

The average cost of educating a blind student is about Rs. 500 per annum. The paucity of human and financial resources has made the task of educating all the handicapped practically impossible. The possibilities of teaching blind children in normal schools with the help of specially trained teachers may have to be explored in the future.

Teaching of Hindi

Hindi is taught as a compulsory subject from class IV in the Telangana area and from class VI in the Andhra area. It can also be studied as an optional subject in classes IV and V in the Andhra area.

In order to train teachers to teach Hindi in the secondary schools of the State, a special training course called Hindi Pandits Training Course was started in 1956. This course is now conducted in two training colleges, one at Rajahmundry and the other at Hyderabad. In addition, there are two recognized diploma courses—Pracharak and Sikshak—conducted by the Dakshina Bharat Hindi Prachar Sabha, Madras, and the Hindi Prachar Sabha, Hyderabad respectively.

Periodical seminars and workshops are conducted to improve the standard of Hindi in secondary schools. Elocution contests are also held every year for high school and college students. The officers of the Education Department (non-gazetted) are required to pass a Hindi test of the SSLC standard before completing their probation. Hindi language and literature is offered as an optional subject for some competitive examinations conducted by the State Public Service Commission.

Free evening classes in Hindi are also conducted for the benefit of those interested in the study of the language and there are nearly 70 such centres in the State. In addition, there are ten to twelve wholetime Vidyalayas where students are prepared for higher examinations in Hindi.

A scheme sponsored by the Ministry of Home Affairs, Government of India, provides facilities for central government employees to learn Hindi. Three centres at Hyderabad, Kurnool and Visakhapatnam have so far been started for this purpose. No special arrangements have been made for the training of state government employees in Hindi. But many of them do attend the free evening classes voluntarily.

Propagation of Sanskrit

In 1947, there were 13 advanced Sanskrit schools (three for women) training pupils for the Government Sanskrit Entrance Examination, and nine Sanskrit colleges (two for women) preparing pupils for various oriental titles in Sanskrit and Telugu. All advanced Sanskrit schools were later converted into Sanskrit secondary schools. This has proved to be a step in the right direction and has given a fillip to the spread of the language. In 1960 the State had 32 (four for women) Sanskrit secondary schools with 4,268 pupils and 269 teachers accounting for a grant-in-aid of Rs. 3,02,666, and 17 Sanskrit colleges (two for women) with 540 pupils and 118 teachers and Rs. 2,61,382 as grants. There is also a private college which does not receive any aid from the government. In addition, there are 12 Sanskrit elementary schools with 632 pupils and 28 teachers. An expenditure of Rs. 27,647 was incurred on these schools during 1960.

A council of Sanskrit education was formed in the Telangana area in 1956. It started with six Sanskrit Pathasalas and now has

25 recognized Pathasalas with 806 pupils and 78 teachers. An expenditure of about Rs. 1,12,000 was incurred on them. The Sanskrit College at Hyderabad, acclaimed as one of the finest in India, is managed by the council.

Audio-visual Education

Audio-visual education was first introduced in the composite Madras State in 1948. Under the scheme, schools were authorized to levy special fees for audio-visual education and to utilize the proceeds for the purchase and maintenance of audio-visual equipment. Equipment is also supplied to schools by the government on a full or half grant basis. The scheme has since been extended to the Telangana area.

The State Audio-visual Education Committee advises the government on matters relating to audio-visual education. There is a special officer to implement the programmes of audio-visual education. A film library and a permanent training centre was established in the office of the Director of Public Instruction (1959-60). Further, teachers are deputed regularly for short-term courses in audio-visual education conducted by the National Institute of Audio-visual Education, New Delhi. Radio clubs and listening leagues are formed in schools and regular periods are allotted for the purpose. All India Radio, Hyderabad, conducted a special training course for teachers in 1958.

Employment

There are 19 employment exchanges in the State and a directorate of national employment service at Hyderabad with two units, viz., the Occupational Information Unit and the State Employment Market Information Unit. The Employment Market Information Unit collects information on the level of employment and employment opportunities from all establishments in the public sector throughout the State. Information from certain establishments in the private sector in Hyderabad and Secunderabad is also collected. The State Occupational Information Unit has compiled a handbook on training facilities offered by the universities, central and state governments and private institutions. The Youth Employment Service and Employment Counselling Section attached to the

Regional Employment Exchange, Hyderabad, offer vocational guidance to young persons.

There is close liaison between the Education Department and the employment exchanges. The State Bureau of Educational and Vocational Guidance, that is directly under the control of the Director of Public Instruction, maintains close contact with the vocational guidance units attached to employment exchanges in the State.

Administration

The Director of Public Instruction is Head of the Department of Education. He is also Commissioner for Government Examinations and Director of Public Libraries. On the administrative side, the Director is assisted by deputy directors, deputy commissioners and assistant directors. For inspection, he is helped by a number of officers ranging from deputy directors at the regional level to deputy inspectors at the Samiti level. He also has a number of special officers and inspectors to assist him.

The District Educational Officer may be said to be the cornerstone of educational administration. There are 30 district educational officers, one in each educational district. The revenue districts total 20 only, but some have been cut up into two or even three educational districts. There are in addition, inspectresses to supervise girls' schools, and an agency educational officer for the agency areas.

Even with the expanded strength of the inspectorate in recent years, district educational officers have found it hard to do justice to their manifold responsibilities that range all the way from the supervision of developmental work at the village level to the inspection of secondary and multipurpose schools designed to improve efficiency of teaching techniques. With the increasing development programmes that the district officers have to direct and implement, they have little time to give to academic work in the thousand and odd secondary schools of the State. The recent creation of the posts of special inspectors assumes in this connection a special significance. It is hoped that the district officers and the special inspectors, between them, will be better able to attend to the academic needs of the schools and that the new addition to the strength of the inspecting staff will go a long way to improve standards of inspection. In order to make

him mobile, each district officer has been given a jeep. Steps have also been taken to improve the salary scales of the inspecting officers.

It has been the policy of the Department to provide for some measure of interchange between the inspecting and the teaching staff. This is why the posts of deputy inspectors and school assistants are borne on a common cadre. At district level, there is a combined cadre of district educational officers, lecturers in training colleges and headmasters of secondary and training schools.

Under the pressure of ever-increasing programmes, antiquated rules and procedures governing financial and day-to-day administrative matters are being gradually simplified and brought up to date. Under the Panchayat Samitis and Zila Parishads Act, certain powers and functions have been assigned to Panchayat Samitis and Zila Parishads on educational matters also. The smallest units of local administration have thus been made responsible for implementing schemes which were hitherto the exclusive concern of the Department.

Finance

Public contribution to educational programmes has also been encouraging. Such contributions range from donations of land, buildings and equipment by philanthropic people to voluntary labour by the village community for the construction of school buildings. Wherever public contribution in cash or labour is available, the Department contributes its share according to the grants-in-aid rules.

The State has been spending a large part of its total revenues on education. In 1957-58, the total educational expenditure from State funds was Rs. 11.3 crores and it increased to Rs. 15.4 crores in 1960-61.

Summing up and Outlook in the Third Plan

The foregoing account makes it clear that Andhra has made rapid progress in education in the post-independence period and that it has been able to keep up with developmental activities launched in the rest of the country in the First and Second Plans. The present tempo of educational activity will continue in the Third Plan. Following are some of the more important programmes to be developed during the Third Plan:

1. Introducing free, universal and compulsory education in the age-group 6-11 and increasing educational facilities for children in the age-groups 11-14 and 14-17.
2. Developing educational facilities in the Telangana area with a view to bringing them on par with the standard of provision in the Andhra area.
3. Converting about 50 per cent of the secondary schools into higher secondary schools and increasing the number of diversified courses.
4. Devising measures for improving the quality of teaching in all secondary schools. This will include improvement of scales of pay for teachers of upgraded schools, strengthening of the inspectorate and providing vocational guidance.
5. Completing the introduction of the three-year degree course and tackling the problem of increasing numbers in colleges and universities. (It is proposed to increase facilities in affiliated colleges and also to start a new university.)
6. Introducing a generous and widespread scheme of scholarships at the secondary and collegiate levels so that no really talented and promising pupil is denied the opportunity of education.
7. Linking education at all stages with training and employment opportunities.
8. Developing certain types of continuation courses and establishing a network of libraries for adolescents and adults.
9. Improving economic and social conditions as well as the professional efficiency of teachers at all levels.

EDUCATIONAL STATISTICS OF ANDHRA PRADESH

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	3	..	3	..
Boards of education ..	2	..	1	..
Colleges for general education				
Degree standard ..	47	5	59	9
Intermediate standard ..	..	..	4	..
Colleges for professional and technical education				
Agriculture and forestry ..	2	..	2	..
Commerce	1	..	1	..
Engineering and technology ..	3	..	5	..
Law	1	..	2	..
Medicine	5	..	12	..
Teacher training				
Basic	1	..	1	..
Non-basic	7	2	7	1
Veterinary science	N.A.	N.A.	2	..
Others	2	..	1	..
Colleges for special education	15	2	24	2
Schools for general education				
Higher secondary schools ..	726	81	140	24
High schools .. ..	..	..	1,084	109
Middle schools .. ..	..	..	338	2
Basic	44	..	1,128	114
Non-basic	237	57	31,508	421
Primary schools				
Basic	685	..	2,532	6
Non-basic	27,853	508	31,508	421

N.A.=Not available

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools ..	20	11	47	25
Schools for vocational and technical education				
Agriculture and forestry ..	2	..	..	..
Arts and crafts ..	8	4	..	..
Commerce ..	..	..	..	..
Engineering ..	4	..	190	4
Teacher training				
Basic ..	37	4	83	13
Non-basic ..	56	25	54	29
Technology and industrial ..	22	..	38	6
Others ..	4	..	4	..
Schools for special education				
For the handicapped ..	..	..	9	..
Social (adult) education ..	3,892	43	1,358	36
Others ..		..	97	16
TOTAL ..	33,790	742	38,751	817

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities ..	2,106	129	3,452	250
Arts and science colleges ..	41,549	3,538	42,414	5,774
Professional and technical colleges ..	5,866	539	11,450	1,319
Special education colleges ..	684	191	905	159

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girl
Higher secondary schools			1,26,790	27,221
High schools ..	3,71,809	66,659	4,26,391	96,545
Middle schools				
Basic	9,515	3,149	82,940	20,558
Non-basic	79,801	19,954	2,69,378	94,759
Primary schools				
Basic	61,798	22,031	2,91,193	1,07,873
Non-basic	23,28,445	8,26,410	23,86,627	9,13,214
Pre-primary schools ..	1,575	739	3,080	1,374
Schools for vocational and technical education ..	22,988	3,304	35,809	5,532
Schools for special education	1,38,788	7,022	48,666	6,224
B. By stages/subjects				
General education (university standard)				
Research	154	19	353	44
M.A. and M.Sc. ..	512	118	1,498	253
B.A. and B.Sc. (Pass and Hons.)	11,151	1,010	20,728	3,389
Intermediate (arts and science)	25,218	2,469	16,908	2,152
Professional education (university standard)				
Agriculture and forestry	267	3	921	32
Commerce	5,980	25	3,935	23
Engineering and technology	1,367	1	3,817	8
Law	1,566	26	1,728	40
Medicine	1,626	365	4,605	1,046

II—Number of Students—Contd.

Item		1955-56		1960-61	
		Total	Girls	Total	Girls
Teacher training					
Basic	..	..	70	3	66
Non-basic	..	..	843	158	1,068
Veterinary science	..	N.A.	N.A.	747	4
Other subjects	..	346	..	385	40
Special education (university standard)	..	566	102	894	159
General education (school standard)					
High and higher secondary		1,81,451	21,755	1,96,184	31,391
Middle	..	3,08,807	61,152	4,07,885	92,085
Primary	..	23,59,394	8,54,669	29,76,055	11,35,391
Pre-primary	..	3,178	1,304	6,629	2,855
Vocational education (school standard)					
Commerce	..	6,011	258	9,414	707
Engineering	..	2,532	..	5,709	1
Medicine	..	100	2	421	1
Teacher training					
Basic	..	3,673	391	10,649	1,642
Non-basic	..	7,770	2,442	4,085	2,407
Technology and industrial		1,805	75	4,844	703
Other subjects	..	784	..	369	9
Special education (school standard)					
For the handicapped	..			416	90
Social (adult) education	..	1,38,975	7,119	38,064	2,675
Other subjects	..			10,718	3,371
TOTAL	..	30,64,924	9,53,665	37,29,095	12,80,802

N.A.=Not available

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central	64,83,810	1,49,326	2,18,73,722
State	8,55,71,454	67,59,388	14,56,61,436
District board funds	1,64,81,436	70,137	3,05,75,666
Municipal board funds	26,77,679	1,85,351	61,61,875
Fees	2,04,31,827	14,86,981	3,35,63,864
Other sources	1,23,41,442	16,92,521	1,91,20,822
B. By type of institutions				
Direct expenditure on				
Universities	34,71,791	..	1,29,19,326
Boards	11,41,726	..	14,34,456
Arts and science colleges	97,96,542	6,68,727	1,57,48,843
Colleges for professional and technical education	40,78,972	64,104	1,02,35,474
Colleges for special education	2,04,329	12,886	5,82,116
High and higher secondary schools	2,74,79,813	35,99,351	5,37,16,096
Middle schools				
Basic	2,96,512	..	35,85,554
Non-basic	53,28,278	11,29,476	1,30,41,802
Primary schools				
Basic	15,86,261	..	85,16,429
Non-basic	5,66,05,202	20,02,818	6,75,39,578
Pre-primary schools	1,06,608	33,690	1,43,035
Vocational and technical schools	39,16,378	3,31,628	83,81,862
				6,85,290

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
Special education schools ..	15,09,143	2,42,073	20,35,649	2,68,987
TOTAL (Direct) ..	11,55,21,555	80,84,753	19,78,80,220	1,37,27,384
Indirect expenditure on				
Direction and inspection ..	38,04,995	61,893	56,69,234	1,38,753
Buildings ..	1,22,79,206	11,66,901	3,27,59,948	23,67,994
Scholarships ..	75,95,696	7,94,007	1,74,77,344	22,30,375
Hostels ..	22,48,003	1,81,721	28,43,909	5,77,044
Other miscellaneous items ..	25,38,193	54,429	3,26,730	..
TOTAL (Indirect) ..	2,84,66,093	22,58,951	5,90,77,165	53,14,166
GRAND TOTAL ..	14,39,87,648	1,03,43,704	25,69,57,385	1,90,41,550

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	4,820	592
High and higher secondary schools ..	19,561	3,050	24,937	4,139
Middle schools ..			13,352	3,218
Primary schools ..	78,066	13,503	73,886	13,362
Pre-primary schools ..	59	53	95	82
Vocational and technical schools ..	N.A.	N.A.	2,236	256
Special schools ..	N.A.	N.A.	759	136

N.A.=Not available.

V—*Examination Results*

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	N.A.	N.A.	597	112
B.A. and B.Sc. (Pass and Hons.) ..	N.A.	N.A.	5,113	839
Professional (degree) ..	N.A.	N.A.	3,755	394
Matriculation and equivalent examinations ..	N.A.	N.A.	30,922	4,331

VI—*Number of Institutions in Rural Areas*

Item	Total	For girls	Total	For girls
Universities and colleges ..	5	..	5	..
High and higher secondary schools ..	250	..	596	3
Middle schools ..	74	1	981	18
Primary and pre-primary schools ..	24,632	299	31,231	259
Vocational and special schools	3,118	1	1,252	17
TOTAL ..	28,079	301	34,065	297

VII—*Number of Pupils from Rural Areas*

Item	Total	Girls	Total	Girls
Universities and colleges ..	20,480	932	19,317	1,669
High and higher secondary schools ..	1,37,245	13,776	2,23,439	29,592
Middle schools ..	29,269	4,290	1,94,273	53,866
Primary and pre-primary schools ..	17,82,337	5,79,840	21,50,632	8,03,003
Vocational and special schools	1,19,577	3,956	45,627	3,632
TOTAL ..	20,88,908	6,02,794	26,33,288	8,91,762

N.A.=Not available

(3240)

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	N.A.	N.A.
VI-VIII	N.A.	N.A.
IX-XI	N.A.	N.A.

IX—Some Selected Averages and Percentages

Item		1955-56	1960-61
Cost per capita on education (in rupees)	N.A. 7.1
Cost per pupil (in rupees)			
High and higher secondary schools	73.9 97.1
Middle schools	63.0 47.2
Primary schools	24.3 28.4
Number of pupils per teacher in			
High and higher secondary schools	24 22
Middle schools 26
Primary schools	31 36
Percentage of trained teachers in			
High and higher secondary schools	76.1 80.5
Middle schools 77.0
Primary schools	78.9 82.9

N.A.=Not available

CHAPTER 6

Assam

General

The State of Assam comprises the valley of the Brahmaputra down to the point where that river takes a sudden southward curve, a portion of the valley of the Surma, and the intervening range of hills which forms the watershed between them. The valley of the Brahmaputra is an alluvial plain, about 450 miles in length and about 50 miles in breadth. The total area of the valley is 24,391 square miles with a population of 1,05,47,120. The hill areas comprising the Garo Hills, Khasi and Jaintia Hills, Naga Hills, Lushai Hills, and the Mikir Hills, comprise about 22,707 square miles with a population of 13,12,939.¹ The district of Naga Hills has recently been formed into an autonomous administrative unit. The State now comprises seven plain districts and four autonomous hill districts.

The innumerable tributaries of Brahmaputra, fed by the heavy rainfall of the region, have cut the valley deep and formed impassable gorges in the hills. Innumerable physical barriers are thus created every few miles. The physical features of Assam have contributed to the growth of a multiplicity of languages in the State ; the 1951 Census Report enumerated 33 languages and dialects indigenous to the State and 20 'other Indian vernaculars' spoken by people who have come to Assam from various parts of India. But the only languages which are spoken by a large number of people are Assamese and Bengali.

Agriculture is the main occupation of the people. Collection of various kinds of forest produce like ivory, musk, honey, timber, bamboo, cane, lac and medicinal herbs for domestic and commercial use also offers employment to many. Many of these products serve as raw materials for a variety of handicrafts for which the people of the State have always been famous. The only major industry in the State, which also is based on agriculture, is tea. Consequently there are no big cities or industrial towns in the State. The urban

¹ The figures relate to 1961 census.

areas are mostly confined to small towns in the sub-divisional and district headquarters and the vast majority of people (92.5 per cent of the population) live in villages which number 24,815.

The standard of living in the villages is very low. Pressure on land, especially as a result of the influx of people from outside the State, is increasing and is continuing to depress the standard of living still further. But owing to the developmental programmes undertaken in recent years, things are likely to change rapidly for the better in the near future. The oil finds in upper Assam, in particular, have opened up vast prospects of industrial growth in the State. The Third Five Year Plan envisages production of power on a large scale and quite a few industries, based on forest produce and natural gas, are being planned.

The principal religions of the people are Hinduism, Islam and Christianity. A very large portion of the tribal population, both in the hills and in the plains, follows traditional forms of religion which vary from pure animism to a combination of animism and Hinduism. There is a fairly large scheduled caste population in the State. The post-independence period, as will be described later, has seen large-scale expansion of education among the comparatively backward sections of the population.

Development of Education before 1947

Modern education in Assam is of comparatively recent origin. Towards the close of the eighteenth century, when the neighbouring State of Bengal had already become familiar with the system of Western education, Assam was still in the midst of political confusion created by civil wars, insurrection and repeated invasions by the Burmese. Its status as an appendage to the administration of Bengal (which came to an end only as late as 1874) delayed the advent of the modern system of education still further.

The establishment of an English school at Gauhati (now known as the Collegiate School) was the first landmark in the spread of Western education in Assam. The school developed very quickly and its strength went up from 58 in 1835 to 340 in 1840. More schools followed and the missionaries made a significant contribution to the spread of education. The American Baptist Missionaries had set up 14 schools in Sibsagar by 1844; the Welsh Mission had

established half a dozen schools in the Khasi and Jaintia Hills by 1853; during the next decade, several more schools were established in other districts. In 1874, when Assam was separated from Bengal and formed into an independent province, it had 603 schools (513 primary schools, 71 middle vernacular schools, 11 middle English schools, and eight higher English schools). Separation of Assam from Bengal was immediately followed by two important developments: the creation of a directorate of public instruction and the recognition of Assamese as a medium of instruction. Till 1873, the medium of instruction at primary stage was Bengali and despite repeated public representations and recommendations of high officials, the Government of Bengal refused to concede that Assamese was a language distinct from Bengali. In 1873, on the recommendation of some high officials having local knowledge and the American Baptist Mission, the Lieutenant Governor decided that Assamese should be the language of courts and schools in Assam. One effect of the decision was a great increase in the enrolment in primary and secondary schools.

The establishment of the Cotton College in 1901 was another important landmark in the history of modern education in Assam. Before that date Calcutta was the nearest centre of higher education; but utter inadequacy of transport and communications was a great handicap and not many students from Assam succeeded in taking advantage of the facilities there.² The opening of Cotton College and the subsequent spread of higher education also led to a demand for large-scale expansion at the lower levels and created opportunities for private enterprise in education. The national movement, which started with the partition of Bengal and gained momentum as the years rolled by, strengthened the patriotic interest in education. The data for 1912-31 show that enrolment in primary schools had doubled, in secondary schools had trebled while facilities for higher education had increased nearly five times during this period.

Following the inauguration of the new Constitution in 1937, one Ministry was succeeded by another within a few years. The quick ministerial changes left their mark on the educational policy

² The regular steamer service between Assam and Bengal along the Brahmaputra was started only in 1883 and the Assam-Bengal railway line opened for traffic only in 1905.

and administration of the province. Being so close to the eastern theatre of war, Assam suffered in other ways also. Under the exigencies of the military situation, school buildings were requisitioned to house hospitals or military personnel and rising prices of daily necessities and dearth of paper presented a dismal outlook for education. In spite of these handicaps, the period 1937-42 had many bright aspects. It saw the launching of a mass literacy movement ; a beginning was made with compulsory primary education in certain municipal areas ; elementary science was made a compulsory subject of study in classes VII and VIII, and all the important Indian languages spoken in the State (Bengali, Assamese, Hindi and Urdu) were made the media of instruction and examination in high schools.

The next five years—1942 to 1947—witnessed considerable interest in primary education. Increased grants were sanctioned to local bodies for expansion of education and a census of the population of the school-going age was taken to ascertain the possibility of introducing compulsory primary education in the State. The Assam Primary Education Bill of 1946 which sought to transfer the control of primary education from local boards to separate regional school boards was introduced in the legislature. A scheme of basic education was prepared and a large number of scholarships were instituted at all stages, especially for the children of tribal, scheduled and other backward communities. The mass literacy programme which had been languishing for want of funds was placed on a stable footing. Table 52 shows the progress made in education by 1947.

TABLE 52: PROGRESS OF EDUCATION IN ASSAM UP TO 1947

Type of institution		Number of institutions	Number of scholars	Expenditure (in Rs.)
Government colleges	..	22	4,923	13,47,170
Private colleges	..	1	91	16,895
Secondary schools	..	1,095	1,76,586	45,95,308
Primary schools	..	9,884	5,06,056	32,78,729
Special schools	..	881	20,864	4,28,368

N.B. These figures which relate to pre-partition Assam are different from those given in subsequent paragraphs for 1947-48 which refer only to the area that remained in India after partition.

Primary Education

The development of primary education in the post-independence period has been phenomenal. Against 7,574 institutions and 3,93,247 scholars in 1947-48 there were 15,979 institutions and 10,46,530 scholars in 1960-61. It is estimated that at least 55 per cent of the children in the age-group 6-11 were in schools by the end of the Second Plan. The expenditure on primary education during the period under review has gone up eight times. According to the revised scales, the minimum basic pay of an untrained teacher is Rs. 40 and that of a trained teacher Rs. 50 per mensem.

Training of teachers leaves much to be desired. Out of 26,354 teachers in 1960-61, only 39.3 per cent were trained. A scheme for raising the annual intake of the existing training institutions and for establishing 12 new institutions has been taken up. It is expected that by the end of the Third Plan, at least 50 per cent of the teachers would be trained. The average pupil-teacher ratio for the State is 39:1. The existence of a large number of single-teacher schools with enrolment significantly below 40 has made it impossible to maintain even this ratio in the comparatively bigger schools.

The minimum qualification for a primary school teacher is a pass in the middle school examination or its equivalent ; but even this minimum has had to be relaxed in the backward areas. Steps have been taken to organize sandwich courses of in-service training to improve the basic competence of the under-qualified teachers. In addition, the Department of Education has initiated a programme of extensive in-service training by organizing monthly gatherings of teachers. Literature for the guidance of the teachers in conducting both curricular and co-curricular activities has also been published.

A scheme for decentralizing the administration of primary education in order to make the Anchalik and Gram Panchayats increasingly responsible for it has been proposed.

Basic Education

An educational conference which was attended, amongst others, by Shrimati Asha Devi and Shri Aryanayakam was convened in 1946.

It prepared a scheme of basic education for this province and under it, teachers were deputed for training to Jamia Millia, Delhi and to Sevagram, Wardha. A few basic training schools were established and some basic schools set up near them or attached to them as practising schools.

The State Advisory Board of Basic Education, at its meeting held in November 1950, adopted a resolution for the introduction of basic education on a state-wise basis. All the government training centres were consequently converted to the basic pattern. As more and more basic trained teachers became available, additional basic schools were started and as many of the existing primary schools as possible converted to the basic pattern. In 1960-61, the State had 2,521 junior basic schools with 2,22,977 pupils and 5,882 teachers ; 219 senior basic schools with 38,663 pupils and 1,546 teachers, and 21 basic training centres with 1,609 pupil-teachers.

When the experiment of basic education was first started in a few compact areas, or close to the teacher training centres under the constant supervision and guidance of the training school staff, it progressed very well ; but its extension to the other areas has revealed that good craft work and correlated teaching are not easy of attainment in most schools. It seems the demands which the new system makes on the ingenuity and resourcefulness of the teacher are far greater and exacting than those under the prevailing system ; the experiment needs the services of young persons with high intellectual and social qualities. In this context, the programme of orienting the primary schools to the basic pattern appears to be of special significance. Although conceived as a short-term measure for the transitional period only, the scheme has caught the imagination of the teachers and supervising officers alike. This programme, which seeks to develop and improve the traditional schools on basic lines in two stages, has good prospects of success.

Secondary Education

In 1947-48, there were 191 high schools and 426 middle English schools. By 1960-61, these figures had risen to 560 and 1,739 respectively. The number of pupils in these schools also registered an increase from 1,06,889 in 1947-48 to 4,30,449 in 1960-61. The expenditure on high and higher secondary schools alone during the

period increased from Rs. 25.71 lakhs to Rs. 190.90 lakhs. The expansion of secondary education since independence has indeed been phenomenal.

During 1947-48, the number of trained and untrained teachers in secondary schools was 1,332 and 3,867 respectively. By 1960-61, the figures had increased to 3,763 and 14,357 respectively. During the same period, the number of normal schools for the training of junior grade teachers of secondary schools increased from two to five and their annual intake from 60 to 180. Besides the teacher training department of the Gauhati University, a government training college was established in 1956; but the additional facilities thus provided have been more than offset by the rapid increase in the number of secondary schools. The overall position of teacher training continues to be as unsatisfactory as before.

Prior to 1949, there were no regular scales of pay for the large number of teachers employed in the non-government secondary schools and grants-in-aid were paid by the government on an *ad hoc* basis. The managing committees used to pay their teachers whatever emoluments they could afford. In 1949, the State Government revised the system of grant-in-aid and, for the first time guaranteed a minimum pay to teachers in the aided secondary schools. The minimum however was too meagre to effect any substantial improvement in the situation. The government therefore agreed to the model scales of pay suggested by the Pay Committee (1956) and undertook to offer grant-in-aid on the basis of 100 per cent deficit. The subsequent revision of the pay scales in 1959 has equalized the emoluments of government and aided school teachers. The present scales of pay are Rs. 125-275 for graduate teachers with a senior scale of Rs. 150-300 for those with higher qualifications. The pay of non-graduate junior teachers varies from Rs. 60 to 125 according to qualifications.

The programme of gradual conversion of high schools into higher secondary and multipurpose schools has been in operation since 1956. The number of higher secondary schools and multipurpose schools during 1960-61 stood at 32 and 23 respectively. The pace of conversion has been slow, mainly because of the shortage of teachers qualified to teach the elective courses. Lack of textbooks in new subjects in the mother tongue of the pupils and the inadequate

supplies of equipment, particularly for the science and engineering courses, have been the other major hurdles.

To overcome the general shortage of qualified teachers for secondary schools, a number of measures have been adopted. These include in-service training of teachers in science subjects ; increased provision of scholarships for higher studies in humanities, science, fine arts, agriculture and home science ; and deputation of teachers for post-graduate studies. The Gauhati University has instituted a post-graduate vacation course in science subjects for the teachers of secondary schools.

In respect of textbooks, the State Government has instituted prizes for the best books in subjects which do not ordinarily attract commercial publishers on account of limited demand. The publication of the selected books has also been undertaken.

The rising capital cost on school and hostel buildings has been a source of great concern. The government has therefore created a standing loan fund to help the aided secondary schools with suitable loans for this purpose. The loans are to be repaid in easy instalments out of a part of the income from tuition fees earmarked for the purpose.

University Education

By the end of the nineteenth century, Assam had only two second grade (intermediate) arts colleges—one at Sylhet and the other at Gauhati. These were affiliated to the Calcutta University. The college at Gauhati was taken over by the State Government in 1901 and that at Sylhet in 1912. The two colleges soon developed into first grade colleges offering instruction in arts and science up to the degree standard. During the next three decades, there was considerable expansion of higher education. By 1947, the State had 22 colleges with nearly 5,000 students on rolls.

After independence, Assam set up her own university under the inspiring patronage of Shri G. N. Bordoloi, the then Chief Minister. Although the Government College at Sylhet, along with certain other aided colleges has since been lost to the State on account of partition, the loss has been more than made up by the new colleges that have come up in different towns of the State. Immediately after partition, there were 15 arts and science colleges in the State with

5,216 students ; in 1960-61, there were 35 such colleges with 23,767 students. The expenditure during the period also rose from Rs. 7,66,497 in 1947-48 to Rs. 46,10,736 in 1960-61.

In spite of the fact that the service conditions of teachers in the government colleges are fairly attractive, better prospects elsewhere have attracted away many an experienced teacher of the Government College, Gauhati. First class M.A.s and M.Sc.s are showing preference for the administrative and other superior services. The staffing of colleges with competent teachers has therefore become a serious problem in the State. It is hoped that the introduction of the scales of pay recommended by the UGC will help to tide over the crisis to some extent.

Technical and Professional Education

Facilities for technical and professional education in the State were woefully inadequate before independence. At the school level, there were only two industrial schools (established by the missionaries in 1907) at Kohima and Shillong. At the college level such facilities were completely non-existent. While a few seats used to be reserved in the Sibpur Engineering College, Calcutta for students from Assam and the State Government offered stipends to students for training in forestry, veterinary science, medicine and agriculture in Bengal and other provinces, the facilities were utterly inadequate to meet the personnel requirements of the State. After independence therefore a good deal of attention had to be paid to the development of facilities for technical and professional education in the State.

In 1947-48, there were only 22 schools of vocational and technical education in the State. By 1960-61, the number of such schools had increased to 62—three engineering and survey, 33 technical and industrial, 23 commercial, one agricultural and one polytechnic. The total enrolment in these schools during the period increased from about 1,600 to 5,707 and the total expenditure from about Rs. 1.37 lakhs to Rs. 25.90 lakhs. At the college level, there are nine institutions today—two medical colleges, one ayurvedic college, one college for veterinary science, one law college, one college of agriculture, one institute for textile technology and two engineering colleges. The facilities for engineering studies in the State are to

some extent supplemented by the all India and regional institutes of technology situated in other parts of the country.

In spite of all these, the State continues to suffer from an acute shortage of technical and professional personnel. While the supply of personnel in certain occupations has increased several-fold, the State suffers from want of doctors and subsidiary medical practitioners, engineers, veterinary doctors and agricultural graduates. Even though the out-turn of craftsmen and semi-skilled workers has increased significantly in recent years, the efforts for increasing the out-turn of technical personnel of a higher order—degree holders—have fallen far short of the requirements. It is for this reason that the government has found it necessary to set up a separate directorate of technical education. It is hoped the new directorate will go a long way in ensuring training and supply of high-grade personnel in different developmental fields.

Social Education

In 1937, a mass literacy officer was appointed and a central committee was formed with the Minister for Education as the chairman and the Director of Public Instruction, inspectors of schools and some prominent legislators as members. Two types of literacy courses were organized—a pre-literacy course which aimed at teaching the illiterate to read, write and to work out simple sums and a post-literacy course. Attention was also paid to the organization of continuation classes, provision of rural libraries and reading rooms and publication of literature suited to the needs of the neo-literates.

The campaign began very well. In one year as many as 2,910 centres with 1,46,257 persons in attendance were started. Of these, 1,19,522 persons appeared for the prescribed literacy test and 99,654 passed (96,373 men and 3,281 women). In spite of this initial success, the dimensions of the campaign had to be curtailed considerably on account of the financial difficulties created by the war. In 1947, there were only 470 literacy schools with an enrolment of 10,202. After independence some of the original enthusiasm of 1937 returned and the scope of the programme was enlarged into social education. In 1960-61, there were 676 social education centres with an enrolment of 24,805 and the State spent Rs. 1.14 lakhs on them.

Programmes of social education include literacy, training in sanitary habits, cleanliness work, improved methods of cultivation and citizenship training. For further education, the State runs about 500 rural libraries which are regularly supplied with departmental publications on social education. The topics dealt with in these publications relate among others to health and hygiene, home economics, agriculture, cottage industries, citizenship, etc. Exhibitions and rallies in which all the nation-building departments of the State participate are also organized frequently for the benefit of neo-literates and rural masses. Film shows of educational character are also arranged every year.

Girls' Education

With the exception of a few missionary efforts, girls' education was practically neglected till about the late twenties. With the introduction of diarchy in 1921, education became a transferred subject and both the people and the government began to take an active interest in the education of girls. After the inauguration of provincial autonomy in 1937, the movement for expanding facilities for girls' education received a further impetus. The statistics of girls' institutions (including enrolment) for the years 1921-22, 1936-37, and 1946-47 given in Table 53 show the all-round progress made in this sector during twenty-five years before independence.

TABLE 53: PROGRESS OF GIRLS' EDUCATION IN ASSAM
(1921-22 TO 1946-47)

Type of institution	1921-22		1936-37		1946-47	
	No.	Enrolment	No.	Enrolment	No.	Enrolment
Colleges	1	143	4
High schools	..	3	576	13	3,826	31
Middle schools	..	30	2,812	54	9,285	114
Primary schools	..	343	24,082	793	68,048	1,464
Special schools	..	3	78	4	314	62

N.B. The enrolment figures include girls reading in boys' institutions also.

After independence, all nation-building activities including girls' education began to receive their due measure of public attention. The following statistics for 1960-61 will give some idea of the progress made in the field of girls' education.

TABLE 54: PROGRESS OF GIRLS' EDUCATION IN ASSAM (1960-61)

Type of institution			Number	Enrolment	Expenditure
					Rs.
Colleges	..	..	..	4	3,646
High and higher secondary schools		..	68	55,176	26,22,536
Middle and senior basic schools	..	..	150	64,975	9,13,774
Primary and junior basic schools		..	669	3,84,588	10,70,504
Pre-primary schools	..	..	20	1,096	29,084
Professional schools	..	..	18	1,071	1,86,938
Special schools	..	..	68	5,866	32,672

One significant feature of girls' education in the State is the very large number of girls studying in the boys' institutions. The two main reasons for this large extent of co-education are the lack of separate facilities for girls' education at all levels and the convenience of pupils.

Owing to the dearth of qualified women teachers, particularly in the rural areas, it is often very difficult to staff girls' institutions exclusively with women teachers. Consequently men teachers are sometimes appointed in girls' institutions. Table 55 shows the distribution of women teachers in different grades of schools in the year 1960-61.

In order to promote girls' education, the government is following a very liberal policy in the award of scholarships, free studentships and other concessions. Considering the growing awareness of the people and the need to expand facilities for girls' education at all levels, the present tempo of expansion is likely to continue for many years. It may also be mentioned that there is a separate unit of supervisors, headed by a woman officer of the rank of an assistant director of education, to look after the needs and interests of girls' education in the State.

TABLE 55: DISTRIBUTION OF WOMEN TEACHERS IN ASSAM (1960-61)

Schools	Women teachers		
High and higher secondary	1,185
Senior basic	282
Middle	820
Junior basic	1,160
Primary	2,520
Nursery	68
TOTAL	6,035

Teaching of Science

In order to meet the growing demand for science the government is taking steps to provide facilities for the teaching of science in the reorganized higher secondary and multipurpose schools. Liberal assistance is also given to the non-government high schools and colleges for the teaching of science. The acute shortage of teaching personnel in schools and colleges has been a major hurdle in the expansion of science education.

Scholarships

Provision of scholarships and free studentships on a liberal scale has been an important feature of the educational policy of the State. The scholarships provided in the pre-independence period and those provided at present are shown in Table 56.

It is not only the number but also the value of the scholarships that has been increased in recent years. Besides, a large number of unclassified scholarships are annually awarded to deserving students for different courses of study in subjects like music and fine arts, journalism, library science, printing and technology. A special scholarship scheme has also been instituted under which scholarships are granted to the poor and deserving students as well as to the children of political sufferers. Under centrally sponsored schemes, special scholarships have been granted for pre-matric and

post-matric studies to students belonging to the backward communities. The number of free studentships in schools and colleges has been considerably increased. Education has also been made free for students belonging to the scheduled castes and scheduled tribes up to the degree course.

TABLE 56: SCHOLARSHIPS PROVIDED IN ASSAM (1947 TO 1961)

Category	No. of scholarships	
	1947	1960-61
Primary scholarships tenable in secondary schools ..	405	932
Middle (English/vernacular/madrassah) scholarships tenable in secondary schools	104	391
Junior scholarships awarded on the results of the matriculation examination	98	167
Senior scholarships awarded on the results of the first degree examination	30	63
Post-graduate scholarships awarded on the results of the first degree examination	2	36
Technical scholarships tenable in the engineering colleges ..	5	52

Physical Education

Although physical exercise and drill form part of the syllabus for all children up to class VIII, the State has no programme of physical education in the broad sense of the term. One difficulty which hinders progress is that no special branch for it has yet been created in the Directorate of Education. Although the State is divided into four zones and each is placed under an inspector of physical education, most of the schools are without any specialist teacher in physical education. The physical training class in the school time-table often comes in the afternoon. In the absence of any provision for midday meals, drill and games are found exhausting by some children ; lack of medical inspection aggravates the situation further.

Recently, the State Sports Council has shown considerable interest in developing playground facilities for schools.

Scouting and Guiding

The Boy Scout Movement made good progress in Assam under the auspices of the Indian Boy Scouts' Association, but it suffered a serious setback during the Second World War. After the formation of Bharat Scouts and Guides, the movement has once again come into its own. A regular programme for the training of scouters, guiders and patrol leaders has been taken up and training camps are being held every year in each of the divisions. In addition, two regular camp sites are also being maintained.

The Assam contingent of scouts and guides successfully participated in each of the three all India scout and guide jamborees held at Hyderabad in 1953, at Jaipur in 1956 and at Bangalore in 1960. But for the launching of parallel movements like the National Cadet Corps and Auxiliary Cadet Corps, the Boy Scout and Girl Guide Movement would have progressed much faster.

NCC and ACC

The National Cadet Corps Scheme was introduced in 1948-49. On 31 March 1960, the NCC organization was as follows: (1) Fifteen senior division units with a total authorized strength of 54 NCC officers and 2,014 cadets; (2) ninety-seven troops of the junior division (boys) with a total authorized strength of 97 NCC officers and 4,365 cadets; and (3) five senior wing and 13 junior wing troops of the girls' division with a total authorized strength of 18 NCC officers and 810 cadets. The total strength of the organization at present is thus 169 officers and 8,089 cadets.

Two more schemes have been added to the NCC, viz., the Auxiliary Cadet Corps and the NCC rifles companies. The Auxiliary Cadet Corps had a total strength of 116 officers and 6,960 cadets in 1959-60. The authorized strength of officers and cadets in the five rifles companies in the same year was five and 1,000 respectively. Another important development is the organization of officers' training unit (1959-60) with the main object of providing facilities to deserving cadets for a career in the armed forces.

Pre-primary Education

The progress of pre-primary education in the State has been very slow. In 1942, there were two infant schools in the province;

in 1947 they increased only to four. However, after independence, pre-primary education has received a much greater measure of attention. In 1960-61, there were 43 schools with an enrolment of 2,227. A number of other schools also had pre-primary classes attached to them. The total number of pupils in both the pre-primary schools and the pre-primary classes in 1960-61 was 7,547. One difficulty in this sector has been the absence in the State of training facilities for pre-primary teachers. The government however awards two stipends every year for montessori training in Madras.

While the government gives grant-in-aid to pre-primary schools, it does not run any institutions of its own. It seems that, for some time to come, the main responsibility for running such schools will have to rest with voluntary organizations.

Education of the Handicapped

In 1941, a deaf and dumb school was established at Sylhet with an enrolment of 18 (including ten girls). After partition the school (which was the first school of its type in the State) went over to Pakistan. At present, there are two such schools in the State—the Bawri Devi Saraogi Deaf and Dumb School at Gauhati and the Shankar Mission Blind School at Nowgong. The two institutions together cater to the needs of some 70 to 80 children.

Audio-visual Education

With a view to ensuring the proper development of audio-visual education in the State, the government has set up an Audio-visual Education Board with the Director of Public Instruction as its chairman.

Teaching of Hindi

Hindi is introduced in class IV and is taught as a compulsory subject up to class VIII. At the higher secondary stage, it is compulsory up to class X but optional in class XI.

A Hindi training centre is being run by the Education Department with an annual intake of 125. Some 70 to 80 trainees pass out every year. Considering that the great number of secondary schools are still short of Hindi teachers, this output is very small.

To meet the shortage of qualified Hindi teachers for secondary schools it is proposed to expand the present centre and to open one more Hindi training centre in the Third Plan. The proposal for opening a Hindi training college in the State with a hundred per cent grant from the Centre is also under the active consideration of the Department at present.

The Education Department recognizes the Visharad and Kovid examinations conducted by the Assam Rashtrabhasha Prachar Samiti, Gauhati, and Rashtrabhasha Prachar Samiti, Wardha, respectively, for recruitment of Hindi teachers.

Recently, Assamese has been declared as the official language of the State. In a few years, all official work of the government will be done in Assamese. According to the provisions of the Official Language Act, Hindi is to be used only for certain specific purposes. A proposal for teaching Hindi to the state government employees is under consideration.

Programmes concerning the propagation of Hindi in the State are being implemented in collaboration with Assam Rashtrabhasha Samiti. While the Samiti is responsible for the propagation of Hindi among the masses, the government is responsible for its development in secondary and training schools. The Samiti receives a grant-in-aid from the government for operating its Hindi programmes.

Propagation of Sanskrit

While no special steps have been taken for the promotion of Sanskrit studies in recent years, there are more than a hundred Tols in the State devoted to the teaching of Sanskrit. The general interest in the teaching of Sanskrit seems to be on the decline. In 1947, there were 234 Tols in the State ; in 1959 the number was only 108. Responsibility for coordinating the work of these Tols is that of the Assam Sanskrit Board set up in 1926. The Board conducts examinations, awards degrees and diplomas, gives stipends and sanctions grant-in-aid to the Tols. The subjects of study taught in the Tols include, *inter alia*, Vyakarana, Karmakanda, Natya, Jyotisha, Vedas, Sankhya and Smriti. Mr. Cunningham, in his report of 1920-30, says : 'The Pandits are generally poor, so is the case with their pupils. In spite of it, it is found that almost every Pandit bears the

expenses of some of his pupils'. These old traditions of poverty, learning and discipline continue to inspire the work of the Tols to this day.

Provision also exists for the optional study of Sanskrit in secondary schools and colleges.

Education of the Scheduled Castes and Scheduled Tribes

Scheduled castes, scheduled tribes and other backward communities constitute about 60 per cent of the total population of Assam. The scheduled tribes of the State—the Khasis, the Garos, the Lushais and the Mikirs—inhabit hill districts that go by the names of the respective tribes. The Lushais now call themselves the Mizos and their district, Mizoran. These people, numbering about 12 lakhs, live in scattered villages in their respective hills which, under the Sixth Schedule of the Constitution, enjoy a wide range of district autonomy. Primary education in each hill district is in the charge of the respective district council, a body representative of the tribe concerned.

It was the Christian missionaries who, during the closing decades of the last century, first took the initiative in spreading education among the hill tribes. Government followed suit. The measures adopted by the government included establishment of special schools, grant of special facilities to the tribal children for attending the ordinary schools, exemption from fees, award of scholarships and grants to private agencies. The number of all schools (lower primary, upper primary, middle English, training and technical) in 1931-32 in the Khasi and Jaintia Hills was 218, in the Naga Hills 156, in the Lushai Hills 129, and in the Garo Hills 201. A vast majority of these schools were under the management of the Christian missions. The salutary principle of language teaching in the hill schools, as recommended by the Hunter Commission, had not been followed in the schools. The only exceptions were the Naga Hills and the North Kachar Hills where Assamese and Bengali respectively were taught as second languages. But nothing similar was done in the other three hill districts, *viz.*, the Khasi Hills, the Lushai Hills and the Garo Hills.

In 1935, the Government of Assam reconsidered their policy towards the missions. Mr. G. A. Small, the then Director of Public

Instruction of Assam, reported: 'The general policy is at present for government to take over the responsibility for education from the missions as early as possible. While acknowledgement must be made of the debt owed to the missions for their work as pioneers in the field of education, it must also be recognized that the missions have interested themselves in education solely with the object of proselytizing. People of some of the hill tribes have refused education because it brought Christianity with it, and it is unfair that they should be deprived of education because they are unwilling to abandon their tribal customs'. He suggested that the grant made to the missions should be withdrawn and that money so saved should be utilized towards the establishment of government schools in the hills. This proposal was accepted by the popular government which divested the missions of their educational responsibilities in the hills and withdrew all grants made to them for the purpose. With the money thus made available, the government took over the existing primary schools and opened new ones. For the other schools run by the missionaries, however, the grants-in-aid continued to be paid as before. Since then, education in the hills has progressed rapidly. Every sub-division town in the hill district has a government high school and Shillong in the Khasi and Jaintia Hills has become an important centre of learning. There are several colleges in Shillong, including two for girls. There are also more than a dozen high schools in Shillong, of which as many as eight are meant solely for girls. The Khasi Hills leads all the other districts of the State in point of girls' education. The statistical data concerning educational institutions in the four autonomous hill districts in 1961 are shown in Table 57.

TABLE 57: NUMBER OF EDUCATIONAL INSTITUTIONS IN ASSAM (1961)

Item	Government	Aided	Private	Under district councils	Total
Colleges	..	..	8	..	8
High schools	..	9	28	44	81
Middle English schools	44	118	123	..	285
Lower primary schools	652	509	833	975	2,969

Expenditure incurred by the State Government on the spread of education in the autonomous districts of Assam in 1959-60 was Rs. 60,45,236. There are a number of other educational schemes for scheduled castes and scheduled tribes under Article 275 of the Constitution which have been implemented in the First and Second Plans. The amount spent on such schemes for hill tribals and plain tribals during the First Plan was Rs. 33.92 lakhs and Rs. 28.69 lakhs respectively. Expenditure on the schemes for hill tribes and plain tribes during the Second Plan is estimated to be Rs. 70 lakhs and Rs. 12 lakhs respectively. The main items of expenditure under the schemes relate to the construction of college, school and hostel buildings, quarters for teachers, and grant of scholarships to scheduled caste or tribe students. The amount spent on education under the removal of untouchability scheme during the First Plan was Rs. 1.36 lakhs ; the expenditure during the Second Plan was several times larger.

The scheduled tribe pupils of the Assam Hills receive free education and are also given stipends and other financial concessions. Nearly 97 per cent of the pupils benefit from these provisions. All scheduled caste, scheduled tribe and a large number of other backward community students are also receiving scholarships for post-matric education from funds given by the Government of India. During 1959-60, about Rs. 20 lakhs were spent for this purpose, of which about Rs. 4 lakhs were contributed by the State Government.

After independence, the administration of primary education has been transferred to the district councils. At the request of the councils in the hills, however, the government is still controlling the management of primary education in their areas. It has been recently decided to transfer the management of primary education to the district councils at a very early date.

Educated Unemployment

Educated unemployment is not as acute in Assam as in some other states of India ; but it has been on the increase during the last decade. The number of matriculates and persons with higher educational qualifications registered with the employment exchanges in 1960 recorded a 250 per cent increase over the figure for 1952.

Nearly 80 per cent of these applicants are matriculates, 7.5 per cent graduates and the rest under-graduates. Presuming that only about 50 per cent of the educated unemployed register their names with the employment exchanges, it can be estimated that the total number of educated unemployed in Assam is roughly about 10,000 of whom about 800 are graduates, 8,000 matriculates and the rest under-graduates.

The main reasons for the steep rise in the number of educated unemployed in Assam are the great expansion in secondary and collegiate education, popular preference for clerical and other white-collar jobs and the geographical as well as occupational immobility of vast sections of the population. Placements effected by the employment exchanges are mostly clerical jobs and do not constitute even 10 per cent of the new registrants. It is a pity that geographical immobility has led to a certain amount of unemployment even among educated persons belonging to the scheduled castes and scheduled tribes for whom otherwise ample job opportunities are available in the country.

An annual study of urban and rural unemployment in Assam has recently been instituted by the employment exchanges. The study for the year 1959 has revealed that about one-third of the unemployed matriculates of Assam reside in the rural areas. This only underlines the need for developing suitable economic programmes in the rural areas during the Third Plan.

To deal with the problem of educated unemployment, the Department of Education has launched a scheme employing educated persons as teachers in schools by opening additional sections in them. This, together with the opening of new schools, has led to a steady improvement in the situation although additional employment opportunities have fallen far short of the need. The Department has also started a scheme for vocational guidance and counselling in schools. The employment exchanges in Assam have taken in hand a similar scheme for rendering guidance to school leavers. These two schemes, it is hoped, will go some way in diverting the educated to profitable occupations and in reducing the volume of unemployment in the State. In order that the work of counselling can be done more effectively, the employment exchanges in Assam have introduced a scheme for the regular collection of information

regarding unemployment on the one hand, and job opportunities in industry and occupations on the other.

The government has taken steps to increase the number of employment exchanges in the State. While there were five employment exchanges only in Assam in 1952, there were as many as 14 in 1960, covering all the district headquarters and certain important sub-divisional and industrial towns. More exchanges are likely to be opened during the Third Plan.

Administration and Finance

To cope with the increasing work of expansion and reorganization of education in the State, the administrative machinery has been considerably strengthened and the number of inspecting officers increased. As the set-up stands at present, the Director of Public Instruction is in overall charge of the Education Department. To relieve him of some of his administrative and financial responsibilities, the post of the Deputy Director of Public Instruction has been upgraded to that of the Additional Director of Public Instruction. The Director and the Additional Director of Public Instruction are assisted by six Assistant Directors of Public Instruction. In addition, the following officers are attached to the Directorate: (1) Secretary, Middle School Scholarships Examination Board ; (2) Secretary, Text-book Committee ; (3) State Hindi Education Officer ; (4) Special Officer for Basic Education ; (5) Secretary, State Advisory Board for Basic Education ; and (6) Social Education Officer.

There are six divisional inspectors of schools (formerly only two) in the six divisions (also called circles) into which the State is divided. The divisional inspectors of schools are responsible for all educational matters, academic and administrative, from the primary school to high school stage in their respective divisions. They are assisted in their work by assistant inspectors whose number has since been increased from 10 to 19. The inspectors of schools control the deputy inspectors of schools who are in charge of educational matters up to the middle school standard at the sub-divisional level. Each sub-division is further divided into circles and is placed under a sub-inspector of schools who is generally assisted by one or two assistant sub-inspectors of schools in the inspection of primary and basic schools. The number of sub-inspectors of schools has since

been increased considerably. It has also been decided not to appoint assistant sub-inspectors of schools any more and gradually to upgrade all the posts of assistant sub-inspectors of schools into those of sub-inspectors of schools. In most major sub-divisions, additional deputy inspectors of schools have been appointed to relieve the deputy inspectors of schools of some of their administrative and supervisory responsibilities.

The expenditure on administration and direction comes to about 3.38 per cent of the entire educational budget.

Table 58 shows the educational facilities given at all levels since independence.

TABLE 58: EXPANSION OF EDUCATIONAL FACILITIES IN ASSAM
(1948 AND 1961)

Item			1948 Number	1961 Number
Colleges	..	..	18	41
High schools	..	..	210	578
Middle English schools	..	..	450	1,348
Middle vernacular schools	..	..	328	709
Lower primary schools	..	..	9,140	16,879
Special schools	..	..	640	932
Number of scholars	..	..	7,44,000	16,21,057
Number of teachers	..	..	18,837	48,587
Budget (Rs.)	..	..	99,07,921	5,83,29,800

This record of achievement is all the more remarkable when one considers the extreme degree of under-development of the State, paucity of resources, acute shortage of trained teaching personnel and natural calamities (like floods) against which the State has perpetually to contend.

Outlook for the Third Plan

The total provision for education in the Third Plan is of the order of Rs. 13.7 crores. Some of the important schemes at the

primary stage relate to the appointment of 11,000 additional teachers and enrolment of 4.4 lakhs additional children. It is expected that by the end of the Third Plan, 83 per cent of children in the age-group 6-11 will be attending school as against 66 per cent in 1960-61. In the age-group 11-14, it is proposed to enrol 1.2 lakh additional children during the Third Plan. This will increase the percentage of school-going children at this stage to 40. At the secondary stage the target of enrolment is 18 per cent of the relevant age-group. In all some 60,000 additional pupils will be enrolled at this stage during the Third Plan.

It is also proposed to convert 100 high schools into higher secondary schools. The percentage of trained secondary teachers is expected to be 30 by the end of the Third Plan. Another important scheme in the field of secondary education relates to the establishment of a secondary education board which will take over the affiliation of secondary institutions and examination of students in such institutions from the Gauhati University.

The Plan also includes several other schemes relating to university education, scholarships, expansion of National Cadet Corps, promotion of Hindi, physical education, youth welfare, etc.

EDUCATIONAL STATISTICS OF ASSAM

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	1	..	1	..
Colleges for general education				
Degree standard	17	3	32	4
Intermediate standard	4	..	3	..
Colleges for professional and technical education				
Agriculture and forestry	1	..	1	..
Engineering and technology .. ..	..	..	3	..
Law	1	..	1	..
Medicine	2	..	3	..
Teacher training				
Basic .. ..	..	..	1	..
Non-basic .. ..	..	..	1	..
Veterinary science	1	..	1	..
Others .. ..	..	..	..	..
College for special education (Sanskrit)	1	..	1	..
Schools for general education				
Higher secondary schools .. ..	..	..	32	4
High schools	376	45	528	64
Middle schools	28	2	219	20
Basic .. ..	..	..	1,520	130
Non-basic	1,329	142	..	..
Primary schools	612	13	2,521	80
Basic .. ..	..	..	..	..

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Non-basic	11,998	806
Pre-primary schools	..	20	14	43
Schools for vocational and technical education				
Agriculture and forestry	..	2	..	1
Commerce	..	17	..	23
Engineering	..	2	..	3
Teacher training				
Basic	..	19	2	21
Non-basic	..	15	3	15
Technology and industrial	..	21	9	34
Schools for special education				
For the handicapped	..	1	..	2
Social (adult) education	..	739	48	676
Others	..	128	5	139
TOTAL	..	15,335	1,092	19,283
				997

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	..	1,016	12	1,486
Arts and science colleges	..	11,976	1,637	23,767
Professional and technical colleges	..	1,243	32	2,540
Special education colleges		12	..	18
Higher secondary schools	4,279
				22,005

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
High schools	1,39,752	28,064	2,06,510	50,897
Middle schools	3,508	1,373	38,663	14,437
Basic				
Non-basic	1,92,603	34,046	1,63,271	50,538
Primary schools	44,807	16,439	2,22,977	84,264
Basic				
Non-basic	7,18,044	2,52,418	8,23,553	3,00,324
Pre-primary schools	829	467	2,227	1,098
Schools for vocational and technical education	5,713	575	8,200	1,071
Schools for special education	47,541	4,911	28,765	5,866
B. By stages/subjects				
General education (university standard)				
Research	4	..	..	..
M.A. and M.Sc.	326	41	896	105
B.A. and B.Sc. (Pass and Hons.)	3,254	418	6,169	839
Intermediate (arts and science)	8,047	1,220	16,252	2,580
Professional education (university standard)				
Agriculture and forestry	130	..	302	..
Commerce	1,102	..	1,820	1
Engineering and technology .. ..	..	..	583	24
Law	283	..	518	4
Medicine	475	32	773	67
Teacher training				
Basic .. ..	..	..	25	..
Non-basic	230	70	166	26

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
Indirect expenditure on	Rs.	Rs.	Rs.	Rs.
Direction and inspection ..	16,19,969	53,891	27,96,498	..
Buildings ..	53,46,676	4,78,261	1,19,51,718	6,15,588
Scholarships ..	21,92,069	3,10,974	62,95,511	6,68,354
Hostels ..	4,18,761	92,049	7,20,553	1,35,589
Other miscellaneous items ..	14,31,879	1,33,509	20,41,420	1,71,563
TOTAL (Indirect) ..	1,10,09,354	10,68,684	2,38,05,700	15,91,094
GRAND TOTAL ..	4,30,52,643	38,40,714	8,97,69,157	67,98,05

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	623	34	1,276	79
High and higher secondary schools	5,583	628	9,168	1,185
Middle schools ..	5,699	697	8,952	1,102
Primary schools ..	20,252	2,388	26,354	3,680
Pre-primary schools ..	31	27	70	68
Vocational and technical schools	383	46	575	47
Special schools ..	404	22	551	46

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	77	8	281	47
B.A. and B.Sc. (Pass and Hons.)	878	151	1,635	268
Professional (degree) ..	232	11	492	27
Matriculation and equivalent examinations ..	6,085	907	13,346	2,411

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	5	..	11	..
High and higher secondary schools	259	10	401	18
Middle schools	1,267	111	1,621	113
Primary and pre-primary schools	12,369	786	15,626	601
Vocational and special schools ..	860	54	811	70
TOTAL	14,760	961	18,470	802

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	5,504	297	12,777	896
High and higher secondary schools	96,460	13,190	1,69,641	33,843
Middle schools	1,15,287	30,022	1,84,783	56,503
Primary and pre-primary schools	7,29,486	2,55,249	9,94,718	3,60,942
Vocational and special schools ..	49,830	4,696	33,066	6,305
TOTAL	9,96,567	3,03,454	13,94,985	4,58,439

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	8,15,365	2,86,874	11,25,584	4,14,742
VI-VIII	1,45,621	34,531	2,19,891	60,812
IX-XI	55,023	9,092	1,26,184	26,555

IX—*Some Selected Averages and Percentages*

Item			1955-56	1960-61
Cost per capita on education (in rupees)	..	..	4.3	7.6
Cost per pupil (in rupees)				
High and higher secondary schools	..	..	66.9	83.2
Middle schools	..	..	39.0	49.2
Primary schools	..	..	13.9	21.3
Number of pupils per teacher in				
High and higher secondary schools	..	..	25	25
Middle schools	..	..	22	23
Primary schools	..	..	38	40
Percentage of trained teachers in				
High and higher secondary schools	..	..	..	15.6
Middle schools	..	..	22.9	25.7
Primary schools	..	..	31.8	39.3

CHAPTER 7

Bihar

General

The composite province of Bihar and Orissa was carved out of Bengal in 1911-12 and Bihar became a separate province in 1936-37. Seraikela and Kharwan were merged with it in 1948-49 while parts of the districts of Purnea and Manbhum (now Dhanbad) were transferred to West Bengal in 1955-56. The State now has an area of 67,198 square miles and is divided into 17 districts. It falls into three main natural divisions: North Bihar, South Bihar and Chotanagpur. North Bihar is separated from the rest of the State by the Ganges. It is the most thickly populated part of the State and is liable to ravages of floods and droughts. It is traversed by the Kosi, aptly described as Bihar's River of Sorrow. South Bihar broadly consists of the plains to the south of the Ganges. The plateau of Chotanagpur rises to about 2,000 feet above the sea level at its highest. Although its soil is poor and communications inadequate, it is one of the richest mineral tracts in the country.

According to the census of 1961, Bihar had a total population of 46.46 million of which 3.92 million (8.43 per cent) resided in towns and 42.54 million (91.57 per cent) in villages which numbered about 71,000. The average density of population is 691 per square mile. The economy of the State is primarily rural and agricultural and about 86 per cent of the population live on agriculture. In spite of four canal systems (the biggest being the Sone Canal) operating in the State, with a total mileage of 1,889 and other major and minor irrigation projects, agriculture still is largely a gamble in monsoon.

Bihar has the country's largest concentration of a variety of mineral resources. Copper, kyanite, mica and manganese are found in considerable quantities and a substantial portion of the nation's output in coal ore and asbestos is found in Bihar. These are being rapidly exploited and the State is now taking big strides on the road to industrial development. The more important of the projects in this sector are the Tata Steel Works and its associated concerns, the

Sindri Fertilizers, the DVC Power Station, the emerging fourth steel plant at Bokaro, the heavy machinery plant near Ranchi and the Barauni Oil Refineries.

The majority of the people in the State are Hindus; the Muslims and Christians come next in order of numbers. There are also a few Sikhs, Jains and Buddhists. Bihar has a large population of backward classes. According to the census of 1961, the population of scheduled castes is 6.54 million (14.7 per cent of the total population) and that of the scheduled tribes 4.21 million (9.03 per cent). Other backward classes who were not separately enumerated in 1961, were 6.28 million (15.60 per cent of the population of the State in 1951).

The principal languages spoken in the State are Hindi, Urdu, Bengali, Oriya and Maithili, besides several dialects like Magadhi and Bhojpuri. In tribal areas, the chief spoken languages are Ho, Santhali, Mundari and Oraon. Except for the dialects, all these languages are recognized as media of instruction at the elementary stage of education.

The percentage of literacy in 1951 was 12.2 (20.6 for men and 3.7 for women). By 1961, it had increased to 18.2 (29.6 for men and 6.8 for women). Owing to a variety of factors, Bihar has remained backward in education, particularly in the sphere of girls' education. The evil practices of child-marriage and Purdah have not as yet disappeared completely. It is only in the last few years that intensive efforts to develop education in Bihar have been made. A welcome slackening of the prejudice against girls' education has also become noticeable.

Development of Education before 1947

Bihar has an age-old tradition of learning. Pataliputra, Nalanda, Vaishali and Mithila were famous seats of learning during the ancient period and attracted students, not only from all over India, but from other countries as well. Although this glory remained only a memory in later years, the tradition of classical learning was kept alive by the Sanskrit Tols or Pathashalas and the Arabic Madrassahs. These and the more numerous group of elementary indigenous schools and Maktabs were the only educational institutions at the beginning of the nineteenth century when the foundations of the modern system of education were laid.

The earliest schools for English education were started at Purnea, Bhagalpur, Arrah and Chapra in the wake of the well-known Resolution of the Government of India in 1835, deciding to spread western science and literature through the medium of English. After the Wood Despatch of 1854, more schools, both government and aided, began to be established and education went on making steady, though slow-progress till 1921. In January 1863, the Patna College was established which, to this day, has functioned as the nerve-centre of higher education and cultural activity in the State. The Patna Training College was opened in 1908. The Temple Medical School was established at Patna in 1874. In July 1925, the P. W. Medical College, Patna, came into existence and the Temple Medical School was shifted to Darbhanga where, in 1946-47, it was raised to the status of a medical college. The Bihar School of Engineering was established in 1896 and raised to the status of an engineering college in July 1924. With the constitution of the new province of Bihar and Orissa, educational activity was stimulated further and the period 1912-21 is memorable on account of preparation of the Education Code (1912), the constitution of a school examination board to regulate the examinations of training schools in 1913, establishment of a provincial textbook committee, foundation of the provincial research society in 1915, and establishment of the Patna University in 1917.

In 1921, education was made a transferred subject with a Minister appointed from amongst the elected members of the legislature. The first programme of compulsory primary education was introduced in Ranchi municipal area in 1920-21. The School Leaving Certificate Examination for high schools was instituted in 1921 (this was abolished later in 1934-35). In 1922-23, the Board of Secondary Education was constituted and, in the same year, was set up the Madrassahs Examination Board for controlling the teaching of Urdu, Persian and Arabic. During 1926, the old L. T. examination was abolished and a one-year course for a diploma in education and a two-year course for the B. Ed. degree were introduced. In 1935-36, provision was made for the degree of Master of Education. The first science college was opened in July 1927 and the first veterinary college in 1930.

With the introduction of provincial autonomy in 1937, the

tempo of progress rose further. A big drive for literacy was launched in the State and the scheme of basic education was adopted with great enthusiasm. The mother tongue was adopted as the medium of instruction at the primary and secondary stages. A women's college was opened in 1940 at Patna by a mission and in August 1946 was started the Government Degree College for Women. The first arts school was opened at Patna in 1939.

By 1946-47, there had been much educational expansion at all levels. The Patna University had 23 colleges for general education with 12,767 scholars and seven for professional education with 1,682 scholars. There was also a board of secondary education with 409 secondary schools and an enrolment of 1,40,504 scholars. The number of primary schools stood at 20,260 with 9,06,396 scholars. The total direct expenditure on education came to Rs. 67,45,827 of which Rs. 30,84,920 was contributed by the government.

A most encouraging part of the history of education in the State has been the remarkable contribution made by many private individuals who donated large sums of money for such purposes as the opening of schools and colleges, establishment of educational endowments and trusts, installation of university Chairs in different subjects, institution of scholarships and stipends for higher studies and of prizes and medals for excelling in various university examinations.

Primary Education

Prior to independence, only 21 per cent of children in the age-group 6-11 were attending school. Largely as a result of the expansion undertaken during the First Plan, the number of institutions increased to 27,995 (including 2,647 schools for girls) by 1955-56 and the percentage of school-going children (6-11) increased to 35. Supreme efforts to increase enrolment were made in the Second Plan and intensive enrolment drives were organized. Consequently, there has been a large increase in the enrolment of children, particularly of girls. In 1960-61, the enrolment at the primary stage was 32 lakhs (including 7.4 lakh girls) or 54 per cent of the children in the age-group 6-11. The enrolment at the middle stage was 5.3 lakhs (including 56,037 girls) or 19.4 per cent of the population in the age-group 11-14.

There were 69 schools for the training of men teachers and eight for women teachers in 1947-48. By the end of the Second Plan, the number of training schools increased to 112 (including 26 for women) with an annual intake of 200 each. Out of these, as many as 101 are managed by the State Government. The annual output of trained teachers has risen to 8,500 from the second year of the Third Plan. This output will be adequate for meeting the teacher requirements of the State. The teacher-pupil ratio was 1:28 in 1947-48. It has decreased gradually and is now 1:45.

The State Government has felt greatly concerned about the low scales of pay of primary teachers and it has been its endeavour to improve them. The scales of pay have been revised thrice during the post-independence period. Following are the scales in force at present.

Trained matriculate	Rs. 50-90
Trained non-matriculate	Rs. 45-75
Untrained matriculate	Rs. 45-75
Untrained non-matriculate	Rs. 40-60

A few handbooks for the guidance of teachers have been brought out by the Bihar Basic Education Board.

Wastage in primary schools continues to be high. Upgrading of lower primary schools into five-class upper primary schools, provision of light midday meals in a few selected areas, conversion of schools to the basic type, and appointment of better qualified teachers are some of the measures taken by the government to reduce the extent of this evil.

In order to improve the efficiency and supervision of schools, each Anchal-cum-development block has been provided with a sub-inspector of schools. In some of the bigger blocks, two sub-inspectors have been provided. The number of deputy inspectors of schools has also been increased. On an average, there is now one deputy inspector for every 40 middle schools.

The tempo of expansion would have continued and expanded during the Third Plan but for the emergency. It would be possible to enrol only about 10 lakhs of additional children at the primary stage. This will increase the total enrolment at this stage to 42 lakhs or 62.4 per cent of the total population in the age-group 6-11. At the middle school or senior basic stage, the total enrolment will

increase to 8.31 lakhs or 23.7 per cent of the total population in the age-group 11-14. The total Plan expenditure on elementary education is estimated to be Rs. 12 crores.

Basic Education

Bihar has always looked upon basic education as a special message of Mahatma Gandhi. The first popular Ministry set up under the Government of India Act, 1935, launched the experiment in April 1939 by starting 35 basic schools opened in and around the village of Brindaban in the Champaran district. The Governor's rule that followed the resignation of the popular Ministry soon afterwards prevented the expansion of the programme ; but it was kept going with 27 schools. When the popular Ministry resumed power in April 1946, the experiment was taken up with renewed vigour and by March 1949, the number of basic schools had increased to 100 and that of basic training schools from 1 to 13.

The year 1949-50 will always remain a landmark in the history of basic education in Bihar since it was during this year that a comprehensive plan of expansion was worked out and launched. As many as 433 new basic schools (including 12 new post-basic schools) and six new basic training schools were added under the scheme in that year. In 1950-51, a basic training college (later renamed Sarvodaya Mahavidyalaya) was started at Turki for training graduates in the methodology of basic education. Till 1952-53, all basic institutions in the State were government managed ; in 1953-54, local bodies and private organizations also stepped into the field and started basic schools with a grant-in-aid from the government. Table 59 indicates the progress of basic education since independence.

As recommended by the Bihar Basic, Middle and Primary Education Enquiry Committee, under the chairmanship of Shri K. G. Saiyidain, Bihar has accepted the proposal for the development of a unified system of elementary education. Accordingly, an integrated syllabus for classes I to VII for all elementary (primary, middle, basic) and high schools in the State was prepared and introduced in classes I to III in 1959, in class IV in 1960 and in class V in 1961. This is the first major step towards the ultimate conversion of all non-basic schools into fully basic institutions. Recently, the

BIHAR

TABLE 59: PROGRESS OF BASIC EDUCATION IN BIHAR (1946-47 TO 1960-61)

Type of institutions	Number of institutions	Enrolment	Direct expenditure		Cash income from productive activities	
			1946-47	1960-61	1946-47	1960-61
Post-basic schools	..	1	16	119	2,557	4,240
Basic schools	..	36	3,616	3,755	3,55,852	1,65,576
Basic training colleges	..	..	3	..	452	1,18,182
Basic training institutions	3	100	181	16,093	..	50,22,394
						1,211
						78,137

State Government has set up another committee to examine the working of elementary education in the State and to suggest reforms.

Secondary Education

Secondary education has been taking big strides since independence. In 1946-47, the total enrolment in classes IX to XI was only 59,218. By 1960-61, it had increased to 3.21 lakhs. The total number of secondary teachers increased from 5,383 in 1946-47 to 17,648 in 1960-61, and during the same period, the percentage of trained teachers went down from 46 to 30. As against only one teachers' training college with an enrolment of 90 during 1946-47, the State has now seven colleges (including one for women) with an enrolment of 955 (including 218 women).

New scales of pay as recommended by the Bihar Pay Revision Committee were introduced in government high and middle schools in 1948-49. In order to enable the private schools to pay the prescribed dearness allowance to teachers and to qualify for earning the government grant on this account, their managements were allowed to increase the rates of tuition fees by ten per cent in 1947-48 and again by 25 per cent in 1949-50.

The higher secondary courses were introduced in eight high schools during 1957-58. By 1959-60, as many as 148 schools had been converted into higher secondary schools of which 80 (51 government and 29 non-government) were of the multipurpose type. This number rose to 201 at the end of the Second Plan. About 300 students appeared for the first higher secondary examination in 1960 and about 3,000 appeared at the second examination in 1961.

It is rather early to assess the results of this reorganization. The percentage of failures at the higher secondary examination has been considerable and most of those who passed the examination appeared anxious to join the university as the products of ordinary secondary schools. Some difficulty was also experienced by the students of higher secondary schools in 1960 in securing admissions to certain colleges at Patna. It is expected, however, that there will in future be no discrimination between the pre-university students and higher secondary students in the matter of admission to higher courses. The training of teachers of scientific and vocational subjects and supply of standard equipment pose another difficult

problem. It is also felt that the higher secondary syllabus is heavier than the pre-university syllabus and that the number of compulsory subjects in the final examination is much too large and the examination load disproportionately heavy. These problems, including the revision of the syllabus, are now receiving attention. More than these, the upgrading of high schools to the higher secondary standard has posed financial problem, difficult for the State's resources to tackle.

During 1955-56, the government set up a bureau of educational and vocational guidance at Patna. A number of schools have since been provided with teachers who have been trained as school counsellors at the bureau.

During 1949-50, the government decided to take up the production and supply of textbooks under the control of the Department itself. The Bihar Textbook Committee, constituted in December 1949, had published till the end of 1958-59, 908 textbooks in different subjects for classes I to XI. The Bihar Basic Education Board has also published books for use in basic and post-basic schools. Books published by private publishers, if found suitable, are also approved as textbooks. The State Government has set up a textbook research bureau at Patna for bringing about improvement in the quality of the textbooks to be used in schools.

The secondary school examination and higher secondary school examination are public examinations, qualifying for admission to the pre-university and first year degree classes respectively of the university. In high schools for Anglo-Indians, the final school certificate examination is conducted by the University of Cambridge, Local Examinations Syndicate, through the Council for the Indian School Certificate Examination, New Delhi. With a view to bringing about reform in the system of examination, the State Government has set up an examination research bureau at the State headquarters.

There are four extension services centres attached to four training colleges for men and two such centres are attached to two training schools in the State. These centres have been arranging conferences, discussions, symposia, demonstrations and lectures.

University Education

On the basis of the recommendations of Radhakrishnan Com-

mission, the State Government took a number of important decisions with a view to reorganizing higher education. These include: (1) establishment of a purely teaching university at Patna ; (2) establishment of four regional teaching-cum-affiliating universities ; (3) provision of facilities for the teaching of science in at least one college in each district ; (4) subsidizing the establishment of one women's college in every division ; (5) transfer of the general control of higher education to autonomous universities ; and (6) introduction of the three-year degree course (involving the abolition of the intermediate examination). By 1960-61, almost all these decisions had been implemented.

Two universities came into being on 2 January 1952, *viz.*, the Patna University which was reorganized as a purely teaching university within the limits of the Patna Municipal Corporation and the Bihar University as an affiliating-cum-teaching university for the rest of the State. The government colleges at Patna, Ranchi and Muzaffarpur were transferred to the control of the Patna and Bihar universities respectively. During the same year, the conduct of the matriculation examination was transferred from the university at Patna to the Bihar Secondary School Examination Board which was established as a statutory body. In 1960-61, effect was given to the proposal to have a regional university for each division. Accordingly, the Patna University was given jurisdiction over the Patna division ; the Bihar University was restricted to the Tirhut division ; and new universities were established at Bhagalpur (for the Bhagalpur division) and at Ranchi (for the Chotanagpur division). A Sanskrit university has been founded at Darbhanga (January 1961) with a view to revitalizing the entire system of Sanskrit education in the State.

Side by side with the opening of higher secondary schools, arrangements have been made for starting pre-university classes in the various colleges. The first batch of students joined the three-year degree course in 1960.

The pay scales of teachers in non-government intermediate and degree colleges were very low in 1946-47. Consequently they had to be revised twice. The present scale prescribed by the universities for lecturers of their affiliated colleges is Rs. 200-20-220-15-300-EB-20-500. The pay scales of teachers in

government colleges which are now constituent units of the universities are as follows:

Bihar Educational Service Class I	Rs. 350-25-650-EB-35-1000
Bihar Educational Service Class II	Rs. 200-20-220-25-320-EB- 25-670-EB-20-750.

The pay scales of teachers of other constituent colleges of the Patna and the four regional universities are identical with the government scales.

Since independence, the number of institutions of higher education increased from 33 with 14,600 scholars in 1946-47 to 130 with 79,059 scholars in 1958-59 and to 156 with 90,214 scholars in 1960-61. The total direct expenditure on institutions for higher learning increased from Rs. 39 lakhs during 1946-47 to Rs. 232 lakhs during 1958-59 and 309 lakhs in 1960-61.

Social Education

A large-scale literacy campaign was launched by the Education Department in April 1938. Mass literacy committees were constituted at state, district and sub-divisional levels with sub-inspectors of schools in charge of literacy work in their areas. The initial tempo of the movement could not be maintained in later years. Even so, there were 1931 literacy centres attended by 91,167 adults in 1946-47.

During the post-independence period, the adult education programmes have gained both in depth and extent. In 1960-61, there were 7,702 centres with 3,03,263 adults in attendance and the government contributed Rs. 12 lakhs towards the total expenditure. The programme of social education is no longer confined to literacy but also includes (1) cleanliness and sanitation, (2) health and medical aid, (3) cultural activities and recreation, (4) reform in social customs and behaviour, (5) economic betterment, and (6) publication and publicity.

Great stress is being laid upon the development of libraries. One central state library, 17 district libraries (one in each district), 11 sub-divisional libraries, 17 children's libraries at state and district headquarters, 18 mobile libraries and 500 circulating libraries have been organized under the supervision and control of the superintendent of libraries so far. Short training courses in librarianship are organized at the district and divisional levels. A monthly journal

called *Pustakalaya* is published by Rajya Pustakalaya Sangh. In 1960-61 the State incurred an expenditure of Rs. 1,08,863 on the development of libraries and reading rooms.

The Adult Education Board with the Education Minister as president and a Class I officer of the Bihar Educational Service as secretary advises the State Government on matters concerning social education. The departmental staff for social education includes one social education organizer for each division, one district social education organizer in each district and two social education organizers in each Anchal-cum-development blocks. There is also a special officer for propaganda and publications. Three Janata colleges and three social workers' training institutes train workers for social education.

Girls' Education

There has been great progress in the field of girls' education. In 1946-47, there were 1,964 primary schools, 118 secondary schools and three colleges for girls; in 1960-61 their number was 4,229 primary schools, 247 middle schools, 86 high schools and 14 colleges. Enrolment has also been increasing rapidly. At the end of the Second Plan the number of girls enrolled was 7.39 lakhs (24.1 per cent of the age-group 6-11) at the primary stage, 56,037 (3.8 per cent of the age-group 11-14) at the middle stage and 20,868 (1.6 per cent of the age-group 14-17) at the high school stage. In the colleges, their enrolment increased from 284 in 1946-47 to 6,469 in 1960-61.

The State pays handsome subsidies to institutions for girls. Girls attending boys' schools are exempted from tuition fees at the middle stage and are charged lower rates of fees in girls' middle and high schools.

A number of steps have been taken recently to meet the shortage of women teachers. These include establishment of additional training schools for women with assistance from the Centre, enlargement of the intake capacity of the existing institutions, award of a stipend of Rs. 25 per mensem to each trainee, institution of special stipends for girls who are willing to serve as teachers after training, and organization of condensed courses.

There is a woman deputy director in charge of girls' education at the Directorate, besides an inspectress of schools at the state level.

In each of the 17 districts, there is a district inspectress. For the supervision of girls' middle and primary schools and social education centres, there are 41 posts of sub-divisional deputy inspectresses of schools.

Teaching of Science

The teaching of science at the university level has received considerable attention during the post-independence period. While there were only eight colleges affording facilities for the teaching of science during 1946-47, there were 51 at the end of 1958-59 (one college teaching up to the M.Sc., 16 up to the B.Sc., and 34 up to the I.Sc.). The number of students in the science courses increased nearly tenfold from 2,141 in 1946-47 to 19,929 during 1960-61.

Arrangements for the teaching of science at the secondary stage existed only in a few government schools at district headquarters. The position has greatly improved since. General science is now compulsory in all schools while science as an elective subject is taught in a large number of high and higher secondary schools.

Scholarships

In 1946-47, the total expenditure on scholarships, stipends and financial concessions was only Rs. 4.57 lakhs (inclusive of Rs. 3.4 lakhs spent from State funds). In 1960-61, it was Rs. 140.42 lakhs (inclusive of Rs. 117 lakhs spent from State funds). The figures are inclusive of the expenditure incurred on scholarships, stipends and other financial concessions given to scheduled castes, scheduled tribes and other backward classes.

At the primary stage, only 20 per cent of the students were granted freeships in 1946-47. Primary education is now free in the entire State. The percentages of students awarded freeships in middle schools, high schools and colleges for general education have increased from 10, 10 and 7.5 in 1946-47 to 15, 15 and 12.5 respectively. In 1946-47, there were 1,163 merit scholarships in schools of the value ranging from Rs. 3 to Rs. 5 per mensem each. At present there are 2,257 such scholarships and their value varies from Rs. 3 to Rs. 15 per mensem. At the university stage, there were in 1946-47, 92 junior scholarships of the value ranging between Rs. 7 and Rs. 20 per mensem awarded on the basis of the matriculation exami-

nation and 34 senior scholarships of the value ranging between Rs. 7 and Rs. 25 per mensem awarded on the basis of the intermediate examination in arts and science. At present there are 156 junior college merit scholarships of the value ranging from Rs. 40 to Rs. 45 per mensem available for one year in pre-university classes on the result of the secondary school examination and 130 merit scholarships of Rs. 50 per mensem each available for three years (in the three-year degree course) on the result of the higher secondary school examination and the pre-university examination in arts, science and commerce.

The number of merit-cum-poverty stipends in schools for general education in 1946-47 was only 714 and their value ranged from Rs. 3 to Rs. 10 per mensem each. At present their number is 5,700 and their value ranges from Rs. 10 to Rs. 15 per mensem each. During the pre-independence days, there was practically no provision for awarding merit-cum-poverty stipends at the university stage. Now, there are 2,426 such stipends with rates varying from Rs. 40 to Rs. 50 per mensem each.

A scheme for granting educational stipends to children of political sufferers has been in force since 1959-60. Under this scheme 108 stipends varying from Rs. 20 to Rs. 40 per mensem and 716 stipends varying from Rs. 10 to Rs. 30 per mensem were available during 1960-61 at the college and school levels respectively.

There are also some scholarships and stipends (including loan scholarships) available for students at the university stage. These are awarded by the universities according to the terms of the trusts and endowments created for that purpose.

During the last decade the number of students receiving other financial concessions such as book grants, exemptions from payment of tuition or examination fees, money grants for payment of fees, etc., has increased considerably. In 1960-61, 48,478 students were in receipt of such concessions in schools and colleges, the total amount involved being nearly Rs. 12 lakhs.

Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes

Scheduled caste students reading in schools are exempted from payment of tuition fees. Subject to the application of the prescribed

means test, the exemption holds good at the university stage also. They are exempted from payment of admission fees in colleges, hostel rent in hostels managed by the government, and examination fees in university or secondary school board examinations. Book grants and petty grants for purchase of reading and writing materials are also given to deserving students.

Till recently scheduled tribe students at the secondary stage (including those studying in middle, senior basic and post-basic schools) were required to pay about half of the prescribed rate of tuition fees. From the financial year 1960-61, however, they have been given full exemption. At the post-matriculation stage, all scheduled tribe students are eligible for stipends. They are also paid tuition fees and other compulsory charges levied by the colleges. No admission fee is charged to college students and they are exempted from the payment of examination fees at the university and secondary school certificate examinations.

Students belonging to backward communities among Hindus receive assistance in such forms as stipends, book grants and payment of fees for university examination or college tuition. Backward Muslim communities receive assistance towards the opening of Maktabs, libraries and hostels, award of stipends and book grants to students reading in schools and colleges and payment of examination and tuition fees. There is a special scheme for the education of Tharus in the district of Champaran under which primary and middle schools are opened and maintained in the Tharu areas. Government has also sanctioned the upgrading of two of the existing Tharu middle schools to high schools.

Quite a large number of hostels have been constructed by the government all over the State for the benefit of students belonging to scheduled castes, scheduled tribes and other backward communities. Some of these are directly managed by the government while others are placed under the management of Seva Mandals. No rent is charged in these hostels and boarders get free service in addition to free medical attendance. In deserving cases, other facilities are also provided, e.g., hostel allowance or free food, and vegetable allowance. Although the hostels are primarily meant for students belonging to backward classes, students belonging to other communities are also allowed, even encouraged, to join them.

The number of schools (the majority of which are primary schools) specially meant for the backward classes has increased considerably. In 1946-47 there were 1,066 such institutions with 34,080 students. In 1960-61 the number of institutions was 2,084. The total enrolment of students belonging to backward classes in all kinds of institutions in 1946-47 was 1,56,460 (university stage 338; high school stage 5,051; middle school stage 9,043; primary stage 1,40,537; in professional and special institutions 1,491). By 1960-61 the figures had increased to 25,82,275 (university 22,680, high 2,22,831, middle 4,06,655, primary 17,44,663, nursery 180 and professional and special institutions 1,85,266).

Physical Education and Youth Welfare

A board of health and physical education was set up in 1957 to advise the government on matters relating to physical education. The supervisory staff of physical education consists of 17 deputy superintendents of physical education, one for each district, and one lady superintendent in charge of physical education in girls' high schools. Physical education now forms an integral part of the school programme and, on an average, three hours a week are devoted to physical training. It has been decided that every high school should have one graduate instructor specially trained in physical education. Two hundred and forty-seven schools have so far been covered under this scheme. Facilities for the training of teachers in physical education are provided at the Government College of Health and Physical Education, Patna, which was established in 1951, and at the aided schools of health and physical education at Muzaffarpur and Dhanbad.

The general direction of games and sports has been entrusted to a special officer for sports. Coaches have been appointed to spot young talent and train young athletes and players in football, hockey and cricket. In addition, two permanent coaching bases are located at two of the educational institutions at Patna.

Sports festivals are held at state, divisional, district and sub-divisional levels and a sum of Rs. 50,000 is sanctioned annually for the purpose. A sports stadium-cum-guest house is under construction at Patna.

There is a lady school medical officer for medical inspection

of children in government high and middle schools for girls. Schools run by the Tata Iron and Steel Company, a few non-government high schools, Anglo-Indian secondary schools and government post-basic schools provide for regular medical inspection of their students. Hostels attached to all government high schools employ part-time medical officers on their staff.

An assistant director of youth welfare is in charge of youth welfare programmes. So far 22 youth hostels have been set up in the State. Youth movements are also being organized in 23 development blocks through the formation of youth clubs.

NCC and ACC

The strength of the NCC and ACC has been increasing very rapidly in recent years. At present there are 2,410 ACC officers and 1,44,600 cadets at the school stage. In the NCC, there are 271 officers and 12,195 cadets at the school stage and 490 officers and 82,793 cadets at the university stage. Besides, about 71,800 college students are receiving training in 359 NCC rifle companies at present.

Pre-primary Education

In the pre-independence period, pre-primary education was provided only in some of the Anglo-Indian secondary schools and residential schools run by the Christian missionary organizations. Even after independence, pre-primary education has in the main continued to be the concern of the voluntary organizations.

In 1960-61, there were 18 pre-primary schools (16 for boys and two for girls) with an enrolment of 1,001 inclusive of 180 enrolled in the nursery or pre-primary departments of other schools. Since 1946-47, the government conducted one pre-basic school. The State has no facilities for the training of pre-primary teachers. A provision of Rs. 2.50 lakhs has been suggested in the Third Plan for assistance to voluntary organizations running such institutions.

Education of the Handicapped

Before independence, there were two schools for blind children and two for deaf-mutes. There are now nine schools for the blind and deaf-mutes with 370 students and 44 teachers (1960-61). Of these 196 students are in receipt of stipends.

Prior to 1959-60, government policy was against direct enterprise in this field. It has now been decided, however, to provincialize some of the privately managed schools. The Patna Blind School was provincialized in 1959-60. The Deaf and Dumb School, Patna, is also likely to be provincialized soon.

Audio-visual Education

A board of audio-visual education was set up in 1954 and reconstituted in 1957. The departmental staff for this sector consists of one audio-visual officer, one production officer and one film librarian. There is a state film library, and at present 300 high and higher secondary schools have the necessary facilities for screening educational films. Grants-in-aid are given to schools for purchase of audio-visual equipments.

Development of Hindi

Hindi was declared to be the State language in 1948. The Bihar Official Language Act, passed in 1950, directed that Hindi was to replace English completely by 29 November 1957. To facilitate this, the translation of codes, manuals, etc., was taken in hand, non-Hindi government servants were trained in noting and drafting in Hindi, and arrangements were made for training in Hindi typewriting and for supply of Hindi typewriters to all offices. Owing to several practical difficulties, however, the Act was enforced only in November 1960. Hindi has now been adopted as the medium for a very large part of government business.

To coordinate various programmes in regard to the development of Hindi, a new department has been set up. It has brought out several publications to popularize technical terms in Hindi. A committee of Hindi scholars has also been set up to examine the appropriateness of Hindi words and expressions published by the Government of India and the State Government and to suggest revisions, wherever necessary.

The Rashtrabhasha Parishad established by the government in 1949-50 is engaged in the publication of important works of research in Hindi language and literature, collection of Hindi folklore, award of prizes for important works in Hindi, translation of important

works in other languages into Hindi and arrangement of lectures by eminent men of letters in Hindi.

Teaching of Sanskrit

In 1946-47, there were 377 Sanskrit Tols (including one Sanskrit college managed by the government) with 10,746 pupils and 733 primary Sanskrit schools with 25,844 pupils. On the recommendations of the Sanskrit Reorganization Committee, the teaching of Sanskrit has been reorganized. There is now one government Sanskrit high school in each district, and one government Sanskrit college in each division. The government has also decided to establish Sanskrit middle schools at each of the sub-divisional headquarters of the State. Teaching up to Uppar Madhyama (higher secondary stage) is imparted in Sanskrit high schools while courses up to Uttar Madhyama are taught in Sanskrit colleges.

The establishment of the Mithila Institute at Darbhanga for post-graduate studies and research in Sanskrit in 1950-51 was an important step for the promotion of Sanskrit. The establishment of a Sanskrit university at Darbhanga in 1960-61 is yet another momentous step in the same direction.

Despite these steps, the progress is not very satisfactory. The number of primary Sanskrit schools went down to 490 in 1960-61, although the number of pupils had increased to 35,590. The number of Tols has remained more or less constant, but their enrolment dwindled to 13,119 in 1960-61. The number of Sanskrit colleges increased from 1 to 4; but the enrolment has fallen from 235 in 1947-48 to 192 in 1960-61.

Educated Unemployment

The problem of educated unemployment has been growing in magnitude for some time now. In 1961 the number of registrations with employment exchanges was 51,340 of which 37,797 were matriculates, 8,562 intermediate passed, and 4,891 graduates. The number of placements during the year was only 12,270. At the end of the year, there were 29,403 names still on the live registers of whom 21,998 were matriculates, 4,120 intermediate passed and 3,285 graduates. These figures really understate the magnitude of the problem because not every unemployed person takes care to get

himself registered. It is also to be noted that the single largest group among the educated unemployed persons consists of matriculates most of whom seek only clerical appointments.

Administration and Finance

With the all-round expansion in education outlined above, the staff of the Bihar Education Department had to be considerably strengthened. In 1946-47, the Department had only 340 officers (6 for direction and 334 for inspection); their number in 1960-61 stood at 1,177 (13 for direction and 1,164 for inspection). It must be noted, however, that despite the great expansion which the administrative set-up has undergone in recent years, the percentage of expenditure on direction and inspection in relation to the total educational expenditure of the State actually decreased from 12.04 per cent in 1946-47 to 5.95 per cent in 1958-59.

Seminars, camps, conferences and short refresher courses are organized from time to time with a view to improving the efficiency of the administrative staff. Whenever an appointment is made by direct recruitment the recruit is put through his paces by being required in the first instance to work as an understudy to select officers for specified lengths of time. The first grade training colleges are also used for training the fresh recruits.

A building research unit was set up in the Directorate during the First Plan with a few overseers and an assistant engineer, loaned by the Public Works Department. This unit was placed on a permanent footing during the Second Plan. During the period 1954-62, construction of 13,082 classrooms was taken up in 17 districts. Of these, only 2,691 were completed during the same period.

Under the Bihar Local Self-government (Amending and Validating) Act, 1954, certain powers relating to education have been withdrawn from local boards and a district education fund has been created in each district to be operated by the District Superintendent of Education.

Under the Bihar Primary Education (Amendment Act IV) of 1959, local bodies have been authorized to levy a cess of 6.25 per cent of the house tax for utilization on expenditure and expansion of free primary education in their areas.

In 1946-47, the total expenditure on education was Rs. 2.99

crores and the State's share came to Rs. 1.14 crores (38.43 per cent). The corresponding figures for 1960-61 were Rs. 22.58 crores and 15.36 crores respectively. The State's share in the total expenditure has thus increased to 68.8 per cent. In 1947-48, the total State expenditure on education was 8.4 per cent of the total State budget. In 1960-61, this accounted for 9.2 per cent.

Outlook for the Third Plan

The Third Five-Year Plan, besides maintaining the present tempo of expansion, would address itself to consolidation and the completion of tasks started in the Second Plan period. It is proposed to enrol 10 lakh additional children in the age-group 6-11. This will increase the enrolment percentage at this level to 62.4 (87.7 for boys and 36 for girls). In the age-group 11-14 the target is to enrol 2.90 lakhs of additional children raising the percentage of enrolment to 23.7 (40 for boys and 6.9 for girls). The total output of trained primary teachers will be increased to 40,000. Other programmes of primary education include doubling the number of scholarships and construction of rent-free quarters for women teachers in rural areas.

In the age-group 14-17, it is proposed to increase the enrolment by 1.90 lakhs, increasing the percentage of enrolment to 17.3 (30.3 for boys and 4.2 for girls). Of the 1,850 recognized secondary schools, 500 will be either higher secondary or multipurpose by the end of the Third Plan. Other schemes include provision of hostel accommodation for 1,000 girls and installation of sanitary fittings for girls in boys' institutions.

At the university stage, the number of scholars is expected to increase from about 89,000 in 1960-61 to about 1,09,000 in 1965-66. The proportion of science students is likely to increase from 23.6 per cent in 1960-61 to 30 per cent by the end of the Third Plan. Other important schemes in the university sector are the institution of 1,250 merit-cum-poverty scholarships, development of a number of institutes of post-graduate research, development of Nava Nalanda Mahavihara for post-graduate studies and research in Prakrit and Buddhism, development of Vaishali institute for post-graduate studies and research in Jainism and Ahimsa, and the establishment of a government college of music at Patna to meet the need of music teachers for secondary and elementary schools.

EDUCATIONAL STATISTICS OF BIHAR

I.—Number of Institutions

Item	1955-56			1960-61	
	Total	For girls		Total	For girls
Universities	2	..		4	..
Boards of education .. ..	..	..		1	..
Research institutions	3	..		4	..
Colleges for general education					
Degree standard	54	5		106	13
Intermediate standard				1	..
Colleges for professional and technical education					
Agriculture and forestry	2	..		3	..
Commerce	2	..		2	..
Engineering and technology	5	..		7	..
Law	3	..		4	..
Medicine	7	..		9	..
Teacher training					
Basic	3	..		3	..
Non-basic	2	1		2	1
Veterinary science .. ..	..	..		2	..
Others	3	..		1	..
Colleges for special education	1	..		7	..
Schools for general education					
Higher secondary schools .. ..	..	..		201	18
High schools	940	43		1,340	68
Middle schools					
Basic	573	7		796	9
Non-basic	2,619	157		3,612	238
Primary schools					
Basic	1,401	4		2,820	333
Non-basic	26,594	2,643		34,503	3,896

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I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools ..	4	..	18	2
Schools for vocational and technical education				
Agriculture and forestry ..	18	1	20	1
Arts and crafts ..	13	9	..	..
Commerce ..	16	..	24	..
Engineering ..	4	..	12	..
Medicine ..	..	..	..	..
Teacher training				
Basic ..	61	3	100	15
Non-basic ..	21	10	22	11
Technology and industrial ..	29	4	38	18
Others ..	2	..	14	..
Schools for special education			8	..
For the handicapped ..	..		7,711	935
Social (adult) education ..	..	265	534	3
Others ..	..		
TOTAL ..	37,272	3,152	51,929	5,561

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities ..	2,458	171	4,878	498
Research institutions ..	74	1	139	1
Arts and science colleges ..	40,026	2,318	72,910	5,529

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Professional and technical colleges	7,484	213	11,709	426
Special education colleges ..	54	..	578	15
Higher secondary schools ..	..	..	5,23,621	38,831
High schools	2,69,929	18,829	..	..
Middle schools				
Basic	80,400	8,557	1,54,134	23,354
Non-basic	3,26,314	37,107	6,57,889	1,16,264
Primary schools				
Basic	82,699	10,412	2,01,718	46,737
Non-basic	14,42,759	2,60,443	25,10,273	5,90,697
Pre-primary schools ..	191	73	1,001	486
Schools for vocational and technical education ..	14,758	1,252	32,422	3,962
Schools for special education	1,81,408	13,901	3,31,408	40,128

B. By stages/subjects

General education (university standard)

Research	23	1	243	31
M.A. and M.Sc.	2,057	152	4,143	432
B.A. and B.Sc. (Pass and Hons.)	8,898	627	38,612	3,333
Intermediate (arts and science)	27,557	1,690	30,911	2,164

Professional education (university standard)

Agriculture and forestry	336	..	703	1
Commerce	6,155	1	5,868	3
Engineering and technology	1,076	..	4,006	1
Law	1,076	2	1,499	4
Medicine	1,467	139	2,258	341

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Teacher training				
Basic ..	334	14	452	32
Non-basic ..	193	70	225	94
Veterinary science ..	N.A.	N.A.	495	..
Other subjects ..	769	2	145	..
Physical education ..	..	..	63	..
Special education (university standard) ..	72	5	2,663	53
General education (school standard)				
High and higher secondary	1,43,795	6,154	3,28,106	20,868
Middle ..	2,76,944	18,128	5,34,775	56,037
Primary ..	17,81,027	3,10,943	31,84,495	7,38,868
Pre-primary ..	520	196	1,243	579
Vocational education (school standard)				
Agriculture and forestry ..	1,676	14	1,691	10
Arts and crafts ..	274	173	4,403	1,048
Commerce ..	2,397	22	2,687	46
Engineering ..	951	..	3,911	..
Medicine ..	29	..	..	..
Teacher training				
Basic ..	6,312	301	16,093	2,403
Non-basic ..	766	394	767	472
Technology and industrial	2,282	348	2,593	..
Other subjects ..	160	..	253	12
Special education (school standard)				
For the handicapped ..	..	..	370	38
Social (adult) education ..	1,81,408	13,901	3,03,263	37,531
Other subjects ..	..	..	25,707	2,526
TOTAL ..	24,48,554	3,53,277	45,02,648	8,66,927

N.A.=Not available

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institu- tions for girls
A. By sources	Rs.	Rs.	Rs.	Rs.
Government funds				
Central	..	37,35,382	79,311	61,53,704
State	..	5,10,84,894	32,08,129	15,36,24,810
District board funds	..	2,37,95,573	11,99,432	34,03,574
Municipal board funds	..	34,73,144	6,40,237	14,05,101
Fees	..	2,33,53,904	8,13,162	4,36,46,658
Other sources	..	1,61,20,519	8,38,590	1,75,46,700
B. By type of institutions				
Direct expenditure on				
Universities	..	37,12,119	..	45,42,899
Boards	..	..	..	27,08,900
Research institutions		2,25,273	..	2,64,968
Arts and science colleges		76,37,196	4,39,726	1,49,63,093
Colleges for professional and technical education		46,55,708	39,041	80,75,701
Colleges for special education	..	24,026	..	3,39,640
High and higher secondary schools	..	1,80,68,560	14,22,259	3,17,11,551
Middle schools				
Basic	..	37,30,576	58,859	62,75,846
Non-basic	..	1,18,73,822	11,23,982	2,00,92,816
Primary schools				
Basic	..	14,77,345	4,834	33,29,097
Non-basic	..	2,07,38,918	16,17,737	4,10,59,732
Pre-primary schools	..	21,283	..	83,896
Vocational and technical schools	..	39,23,708	24,6,251	1,07,41,360
				10,01,402

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III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institu- tions for girls
Special education schools	24,56,282	64,485	38,19,747	2,14,377
TOTAL (Direct) ..	7,85,44,816	50,17,174	14,80,09,206	1,08,30,958
Indirect expenditure on				
Direction and inspection ..	27,59,986	93,353	81,85,588	4,65,135
Buildings	2,34,28,227	10,33,928	4,02,89,166	23,28,235
Scholarships	67,31,520	2,78,909	1,41,32,413	9,90,968
Hostels	13,95,665	1,54,307	23,61,819	1,59,610
Other miscellaneous items ..	87,53,202	2,01,190	1,28,02,355	6,70,604
TOTAL (Indirect)	4,30,68,600	17,61,687	7,77,71,341	46,14,552
GRAND TOTAL	12,16,13,416	67,78,861	22,57,80,547	1,54,45,510

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges	N.A.	N.A.	3,081	242
High and higher secondary schools	28,663	1,943	17,648	1,041
Middle schools	46,933	3,405	24,918	2,059
Primary schools	8	2	59,663	5,124
Pre-primary schools	N.A.	N.A.	50	30
Vocational and technical schools	N.A.	N.A.	1,698	177
Special schools	N.A.	N.A.	2,356	44

N.A.=Not available

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc.		2,190	164
B.A. and B.Sc. (Pass and Hons.) ..		N.A.	7,076	673
Professional (degree) ..		N.A.	3,436	166
Matriculation and equivalent examinations			51,187	3,736

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	19	..	35	..
High and higher secondary schools	725	4	1,263	16
Middle schools	2,935	74	4,033	120
Primary and pre-primary schools	26,604	2,316	35,404	3,823
Vocational and special schools ..	4,589	245	7,488	781
TOTAL ..	34,872	2,639	48,223	4,740

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	32,985	735	53,484	1,802
High and higher secondary schools	1,83,471	2,668	3,77,419	11,125
Middle schools	3,69,260	27,930	7,30,992	98,928
Primary and pre-primary schools	14,10,108	2,28,538	25,42,295	5,77,249
Vocational and special schools ..	1,76,098	11,040	2,95,180	33,498
TOTAL ..	21,71,922	2,70,911	39,99,370	7,22,602

N.A.=Not available

VIII—Number of Students in Selected Classes

	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	N.A.	N.A.	31,84,495	7,38,868
VI-VIII	N.A.	N.A.	5,34,775	56,037
IX-XI	N.A.	N.A.	3,28,106	20,868

IX—Some Selected Averages and Percentages

Item	1960-61
Cost per capita on education (in rupees) ..	4.9
Cost per pupil (in rupees)	
High and higher secondary schools ..	60.6
Middle schools	32.5
Primary schools	16.4
Number of pupils per teacher in	
High and higher secondary schools ..	30.0
Middle schools	33.0
Primary schools	45.0
Percentage of trained teachers in	
High and higher secondary schools ..	39.6
Middle schools	63.6
Primary schools	71.2

N.A.=Not available

CHAPTER 8

Gujarat

General

The State of Gujarat came into being on 1 May 1960 as a result of the bifurcation of the former Bombay State into the states of Maharashtra and Gujarat under the Bombay State Reorganization Act of 1960. It consists of 17 districts—11 districts of the old Bombay State, all the five districts of the former Saurashtra State, and the district of Kutch. The total area of the State is 72,137 square miles. Its headquarters are located at Ahmedabad. Prior to 1947, the area now included in the State consisted of three district units. The biggest unit was directly under the British rule and consisted of the Gujarati-speaking districts of the old Bombay province. The second unit consisted of the bigger and better administered princely states like Baroda, Bhavnagar, Gondal, Junagadh, etc. The third unit consisted of very small states, each consisting of a few villages. This disparity in the size and efficiency of the administrative units resulted in great differences in the level of progress in social, economic, political and educational spheres; the removal of such disparities has been a major concern of the government since 1947.

Geographically, the State can be divided into two natural regions: the level ground in the south and the coastal belt and the hilly tracts in the north. The State has a long coast line dotted with many good ports such as Okha and Kandla. The average rainfall varies between 10" in the northern region and 45" in the southern. The utter inadequacy and uncertainty of rainfall in the northern region cause frequent famines. The coastal region has a comparatively moderate climate, while the climate in the hinterland and in the north is severe both in winter and in summer.

The total population of the State, according to the 1961 census, was 20.62 million out of which 5.28 million (25 per cent) lived in cities and towns, and 15.34 million (75 per cent) in villages. The average density of population in the State comes to 225 persons per square mile, but it is not evenly distributed. It ranges from 41

persons per square mile in Kutch district to 753 persons per square mile in Kaira district. Because of various measures taken by the government for the improvement of rural areas, the picture of the average village has been changing very rapidly during the last 12 years or so. As regards sanitation and water supply, transport and communications, education, medical and other services, the Gujarati village of today is a much better place to live in than ever before.

The main religions followed in the State are Hinduism, Islam, Christianity and Jainism. The vast majority of the people (over 85 per cent) are Hindus. Gujarati is the most important language in the State and is spoken by nearly 90 per cent of the people. Other important languages spoken by the minorities are Hindi, Urdu, Kutchhi, Marathi and Sindhi.

There is a fair proportion of people belonging to the scheduled castes and tribes. In 1961, there were 1.37 million persons belonging to scheduled castes and 2.75 million to scheduled tribes, out of a total population of 20.62 million. If the number of the semi-backward people belonging to communities such as Baraiya, Dharala, Koli, and Fishermen were to be included, the figures would be even higher.

Per capita income for the year 1960-61 was Rs. 330. The total revenue and expenditure for the State was Rs. 80.64 and Rs. 87.69 crores respectively for 1960-61.

Till the advent of freedom, the pattern of industrialization in the State was mainly of consumer goods industries, such as cotton and silk textiles, vegetable oils, pharmaceuticals, glass, ceramics, etc. Producer goods industries like cement, soda and engineering were started but were not sufficiently developed. With the economic development plans undertaken during the last ten years, there has been a visible shift to producer goods and heavy industries, though consumer goods industries also developed side by side. This is evidenced by considerable expansion in the production of cement, salt, soda ash, caustic soda, etc., by substantially expanding the existing plants and by starting new ones. Dyestuff industry was established and it grew to substantial stature. Pharmaceutical and chemical industries could undertake new lines of production. Glass and ceramic industries were considerably expanded. Engineering

industry witnessed heavy expansion and could start manufacture of electric motors, switchgear equipment, diesel engines, turbine pumps, dyeing and bleaching plants, oil mill machinery, chemical plants, drainage equipment, electric fans, oil stores, etc. Three sugar mills and the famous dairy plant at Anand are important establishments of this period.

The industrial tempo in Gujarat has, however, been markedly witnessed after the formation of the State in 1960. There has been an all-round urge for the establishment of large and medium industries throughout the State. The licenses issued under the Industries (Dev. and Reg.) Act reflect the favourable conditions for investment existing in the State. These licenses cover a wide range of products of engineering chemicals and pharmaceuticals, paper and paper boards, glass, ceramics, textiles, etc.

However, looking to the potentialities for industrialization in the State, it can be said that much remains to be done. The natural resources are neither fully utilized nor tapped. The recent discovery of rich mineral oil and the establishment of a refinery and naphtha cracker, having a capacity of two million tons ; establishment of a net-work of pipelines for the transport of gas, oil and refinery products ; the discovery of important minerals like fluorite ; the acknowledgement in business circles of the necessity of the establishment and diversification of heavy engineering plants to sustain the tempo of development of petrochemical and other allied chemical industries, are going to play an important role in the coming years. It can be said that there is a good scope for four groups of industries in Gujarat, *viz.*, salt-based industries, petroleum-based industries, engineering industries, and resources-based industries.

The small scale sector has been playing a valuable role in the industrial development of the State. It has carried industries from the leading cities to small towns and rural areas. The small scale industry in Gujarat has been particularly marked in the sphere of textile machinery, engineering goods and ancillary items. The phenomenal development of small scale industries in the sphere of machine tools is a clear indication of the technical skill that is available in the State. In a recent survey made by the Small Industries Service Institute, it has been found that the small scale sector provides about 105 of the country's requirements of machine tools.

This is an achievement of which the country in general and the State in particular should be proud.

Entrepreneurs intending to start new industries generally experienced difficulties in obtaining land, power, water and arrangements for effluent disposal, finance, raw materials and technical know-how. The State Government has taken steps to help industrialists to overcome as far as possible difficulties in establishing new industries.

The tradition of art and culture in the State is both old and strong. The people of Gujarat are well known for folk dance, music, drama and other cultural activities. With a view to fostering and encouraging dramatic art and coordinating the activities in the sphere of dance, drama and music, promoting thereby the cultural unity, the State has established its own academy known as Gujarat Sangeet, Nritya, Natya Akademi. The Akademi has taken up the work of coordinating the activities of organizations and institutions engaged in the propagation and advancement of dance, drama and music. There are representatives of these institutions on the general committee of the Akademi.

Besides organizing festivals like Sangeet, Nritya, Bhavai, Navarati (Garba), and Lok Nritya (folk-dances), the Akademi has also taken up research and publication work in the field of dance, drama and music. Seminars and workshops in dramatics are organized under the joint auspices of the Akademi and the Directorate of Education. The chief officer for cultural activities, who is also the secretary of the Akademi, looks after these activities.

A Lalit Kala Akademi has been set up in the State with a view to encouraging and developing the fine arts, painting and sculpture.

Grants-in-aid are given to music schools, cultural and dramatic institutions and for construction of open-air theatres. Awards of prizes for best-written plays for both adults and children and financial assistance to artists in indigent circumstances are also given.

The economic, social and cultural conditions of the State of Gujarat compare favourably with those of any of the other states of India. It has vast potentialities of industrial, agricultural and commercial growth; and the people of the State who have already shown great enterprise and initiative are determined to develop them to the fullest extent possible.

Development of Education before 1947

At the close of the eighteenth century, an extensive system of indigenous education existed in all parts of the State. The educational establishments of this period were of two types, elementary and higher. The elementary schools were more numerous and aimed at providing a grounding in the three R's. The teachers were generally poor and were often paid in kind rather than in cash. Some of these schools were attached to religious institutions but there were also a number of teachers who ran their own schools as a commercial proposition for the education of children of such parents as cared to send them there. The indigenous schools of higher learning present a picture which is even more thrilling at Vallabhipur (near Bhavnagar), a great university at which thousands of scholars used to gather for higher education, flourished for many centuries. The town of Surat which, for several centuries, was the biggest and most important town in Gujarat, was well known for its Pathashalas conducted by learned Pandits and for a Madrassah which was managed by the Bohra community. Some of these ancient traditions have survived to this day.

During the nineteenth century, the Christian missions entered the field by opening a number of schools, and did valuable work in the education of girls and backward classes. Notable among these were the Free Church of Scotland and the Irish Presbyterian Mission. Soon after, the British Government adopted the policy of encouraging education by establishing and aiding schools. Taking a cue from the British Government, the erstwhile princely states such as Baroda, Bhavnagar, Gondal, Rajkot, Porbander and Wadhwan also did commendable work in the field of education. Some of the states were even more progressive than the British provinces and made a start in compulsory education long before any of the British provinces thought about it. Maharaja Sayajirao of Baroda, for instance, started an experiment in compulsory education as early as in 1892-93 in Amerli and the surrounding nine villages. The Maharaja of Gondal made primary education compulsory for girls. In most of the princely states, education used to be free up to the secondary stage and this went a long way in popularizing education among the masses.

It was through private enterprise, however, that education made

its best progress in Gujarat during the last 150 years. This was the result of the cooperative effort of charitable businessmen who gave funds for education, and the devoted self-sacrificing educators who brought ideals to bear on it. A number of distinguished scholars, teachers and public men have contributed to the growth of education in Gujarat. Prominent among them are Shri Chunilala G. Shah, Shri Motibhai Amin, His Highness Sayajirao III, Shri Nanabhai Bhatt, Shri Gijubhai Badheka, Kakasaheb Kalelkar, Shri Kishorilal Mashruwala, Naraharibhai Parikh, Shri Maganbhai Desai, Shri Dilkhush Diwanji, Shri Babalbhai Mehta and above all, Mahatma Gandhi. Shri C. G. Shah was the founder of the Sarvajanik Education Society of Surat which has played a prominent part in the educational development of the Surat city and district. Shri Motibhai Amin, besides being the father of the library movement in Gujarat, founded the Charotar Education Society (1916) which has been doing pioneering work in education in Kaira district. His Highness Sayajirao III of Baroda had tremendous faith in education as a means of renewing the intellectual and material vitality of the country and introduced compulsory primary education in the State as early as 1906. The educational contributions of Mahatma Gandhi are far too well known to need a restatement. The work started by him in Gujarat has been carried on in one way or another, by stalwarts like Shri Maganbhai Desai, Kakasaheb Kalelkar, Narharibhai Parikh, Kishorilal Mashruwala, Dilkhush Diwanji, Babalbhai Mehta and many others. The Daxina Murti Institute of Bhavnagar is a monument to the services rendered by Shri Nanabhai Bhatt. To Shri Gijubhai Badheka, popularly known as the 'mother with the moustache', goes the credit of doing pioneering work in pre-primary education and making montessori a household word in Gujarat.

By the time independence came, Gujarat had already developed a good tradition in education and the stage was set for the supreme educational effort which began soon after 1947. The progress of education after independence is described in the following sections.

Primary Education

Enrolment : Primary education has made good progress after

independence particularly during the First and Second Plans. During the First Plan the number of elementary schools rose from 9,579 to 15,322 and the number of pupils in them from 1.21 to 1.64 million. By the end of the Second Plan, the number of schools and pupils increased to about 18,512 and 2.25 million respectively. A sum of Rs. 8.491 crores against actual expenditure of Rs. 5.95¹ crores for the Second Plan has been allocated for primary education in the Third Plan.

Compulsory Primary Education : The most important aspect of primary education is the introduction of compulsory primary education in the age-group 6-11. Compulsion was introduced by stages in the districts of old Bombay State except in Dangas district, and by the end of the year 1951-52, children in the age-group 7-11 in these districts were brought under compulsion. This scheme was not however introduced in the districts of Saurashtra and Kutch. Hence, a scheme for the introduction of compulsory primary education in the districts of Saurashtra and Kutch in the age-group 6-11 has been included in the Third Five Year Plan.

Training of Primary Teachers : In order to meet the need for trained teachers, a scheme of basic training of primary teachers has been included in the Third Plan. Under the scheme, two batches are trained every year in each of the nine government basic training colleges for primary teachers.

There are at present 71 training institutions for primary teachers in the State, out of which 19 are exclusively for women. The number of trained teachers is 28,324. The percentage of trained teachers is not uniform in the different components of the State.

One of the important policies of the Education Department is to improve the general education of primary teachers. With this object in view, preference is being given to those who have passed the secondary school certificate or equivalent examination or a higher examination in recruiting primary teachers. This policy has been a great success, except in rural areas, and the percentage of matriculate teachers in service is continuously increasing.

Table 60 shows the number of primary teachers with higher qualifications.

TABLE 60: PRIMARY TEACHERS WITH HIGHER QUALIFICATIONS
IN GUJARAT (1960-61)

Item		Men	Women
Number of graduates	232
Number of matriculates and under-graduates	16,440
TOTAL		..	16,672
Percentage of qualified teachers to total number of teachers	38.4
			19.4

School Buildings: Allied to the problem of the supply of trained teachers is the problem of school buildings. Primary schools are housed in three types of buildings—owned, rented and rent-free. Buildings owned by school boards or corporations are those that have been specially constructed for the purpose and they generally provide adequate facilities regarding floor-space, lighting and ventilation. Rented buildings are not as a rule satisfactory for school purposes, although some of them are specially constructed for the purpose and are as good as owned buildings. Rent-free buildings include temples, Dharmashalas, etc., and they may be said to provide the least satisfactory accommodation for schools. It may be added that the housing arrangement of schools in Saurashtra and Kutch was very satisfactory, since about 78.6 and 66.8 per cent respectively of the school buildings in those areas were owned in 1960-61.

Approved number of classrooms is being constructed in the rural areas through the district building committees of the districts in the old Bombay State area by the joint efforts of the public and government under the regular district building committee scheme. In 1960-61 an amount of Rs. 2.5 lakhs was sanctioned as building loan to ten districts in the old Bombay State area for the construction of classrooms, urinals, latrines and major repair works. An amount of Rs. 57.1 lakhs was sanctioned as grants for construction of school buildings, urinals and special repair in Saurashtra area. An amount of Rs. 4.2 lakhs was sanctioned in Kutch district for the construction of 120 classrooms.

To stimulate local initiative, several measures have been adopted. In non-backward areas, public contribution at the rate of

50 per cent of the total estimated cost of the primary school buildings is to be received whereas this percentage is reduced to 25 per cent in the case of buildings to be constructed in the backward areas. It has been further decided that in backward areas the public contribution may be accepted at the rate of five per cent in cash and 20 per cent as labour, material, etc., if necessary.

So far as Dangas is concerned, no public contribution is taken and school buildings are being constructed solely by State aid.

The question of providing residential accommodation for teachers is being actively tackled. For this purpose an amount of Rs. 3.2 lakhs was placed at the disposal of district school boards of the Gujarat area in 1960-61, under the scheme of relieving educated unemployment. Likewise an amount of Rs. 2.4 lakhs was distributed among the districts of Gujarat State during 1960-61 for construction of 30 units, each containing two residential quarters, two urinals and one latrine for women teachers' quarters under the scheme "expansion of girls' education and training of women teachers". An amount of Rs. 22 lakhs was sanctioned as grant for construction of 478 teachers' quarters in old Saurashtra area.

Even during a period of such phenomenal expansion, the State Government has not ignored the need to improve the quality of education. As one of the important factors determining the quality of education is the economic and social status of teachers, the pay scales of primary teachers have always been sympathetically considered. The present pay scales compare favourably with the general run of scales in the rest of the country. The Ahmedabad Municipal Corporation follows its own scales which are slightly different and are beneficial in certain respects.

The problem of old age provision for the primary teachers is as important as their remuneration. In the area of old Bombay State, teachers serving in local authority schools recruited after 1923 excluding those hailing from ex-states were generally given the privilege of provident fund only, but the teachers recruited before 1923 were allowed to opt for pension. In the Third Five Year Plan, government has decided to give pension benefit to all teachers and non-teaching staff of district school boards and teaching staff of municipal school boards. Primary school teachers under the ex-Saurashtra Government are also eligible for pensionary rights. They

are also free to contribute to general provident fund just like other government employees.

The primary school curriculum has been revised from time to time to make it more adequate to the needs of the children and society. The curriculum, as revised in 1955, applies both to the basic and the non-basic schools. As the syllabus for schools in Saurashtra and Kutch was more or less different from that of the areas of old Bombay State, it was necessary to revise the syllabus and make it uniform for all the regions. For this purpose a committee has been constituted that has completed a large part of the work.

In order to remove some of the weaknesses of the syllabus for primary teacher training institutions, a committee was appointed for the revision of the syllabus. This committee has also completed its work.

Attention is being paid to the preparation of suitable literature, both for teachers and pupils. Workshops for the production of literature for children are organized from time to time. In order to foster reading habits in children, the preparation of picture books and nursery rhymes has been taken in hand. A picture book in Hindi has been published and nursery rhymes are expected to be brought out shortly. A committee of 13 members has been appointed to prepare and publish literature for children.

The selection and prescription of textbooks is done by the government from amongst those submitted by publishers. In the language subjects, the government has got suitable textbooks specially prepared for the first four primary standards.

Again, most of the first grade primary schools are equipped with pupils' libraries. Central and circulating libraries for school children are also maintained by some of the district school boards.

In order to provide opportunities to pupils to acquire practical experience in a limited sphere of conducting business on a co-operative basis, cooperative societies are conducted by pupils under the supervision and guidance of teachers.

With the expansion of education, the problem of wastage and stagnation has assumed menacing proportions. Partly because of economic and social difficulties and partly because of lack of interest in education, many children leave school prematurely, that is,

before even completing the fourth standard. A very large number of children also repeat classes, owing mostly to unsuitable home environment. A scrutiny of figures reveals that the number of pupils on roll at the time of the examination is considerably less than the number on roll a month earlier. Those who have been irregular in attendance and neglectful in their studies appear to drop off in April, which is the examination month.

It is noticed that in infants' class and standards up to IV the pass percentage among girls is lower than or is nearly equal to the pass percentage among boys. But the pass percentage increases in higher standards in the case of girls. It is also noticed that the decrease in enrolment in standards I and II in the case of girls is steeper than in the case of boys, but once the girls are sent to standard III and above, their performance at the examination is better than that of boys.

Moreover, it is seen that just over half the number of pupils appearing for standard I examination are promoted to standard II. It is thus clear that stagnation in standard I, particularly in the case of girls, is very heavy. The main reason which leads to stagnation in standard I is late admissions and irregularity of attendance. Attempts are being made to remove these by educating parents, enforcing compulsory attendance, restricting admissions to the first two months and improving teaching methods. Another reason is that children who have completed five years of age are also admitted to this class with those who are six years old. The former generally lag behind as they are comparatively immature.

The wastage in the case of girls is much higher than in the case of boys. This is due to the fact that a girl is considered to be more useful at home and is, therefore, often withdrawn from the school at an early age. There is a general feeling that a boy is more likely to profit by education than a girl.

It is thus clear that the State of Gujarat has been trying to make quantitative improvements in primary education. The increase in the number of schools as well as the number of trained teachers, as shown earlier, is satisfactory. The direct expenditure on primary education in 1960-61 was Rs. 638 lakhs.

The foregoing account also reveals that the State Government is aware of the problems in primary education and has been trying to

improve this stage of education quantitatively as well. The State being heterogeneous in the matter of educational development, the government has been trying to bring about uniformity and integration of primary education in all its aspects—academic, administrative, financial and other concomitants.

Secondary Education

At the end of the secondary course there is a public examination conducted by a statutory board of secondary education called the SSC Examination Board. The syllabus prescribed for this examination includes a wide range of subjects having a variety of options so that pupils can offer subjects according to their aptitude.

There are six types of secondary schools according to the management—central government, state government, district board, municipal board, private aided and private unaided. Table 61 shows the number of schools in 1960-61.

TABLE 61: NUMBER OF SECONDARY SCHOOLS AND ENROLMENT MANAGEMENT-WISE (1960-61)

Management	Secondary schools			Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
Central government	1	..	1	211	..	211
State government	104	17	121	43,069	9,617	52,686
District board	20	..	20	1,625	..	1,625
Municipal board	55	10	65	15,174	2,780	17,954
Private aided	..	803	73	876	2,58,488	31,509
Private unaided	..	15	1	16	1,928	452
TOTAL	..	998	101	1,099	3,20,495	44,358
						3,64,853

The central government school is administered by the railway authorities. The number of government schools has decreased because these schools were handed over to private bodies. The appreciable increase in the number of schools under private managements on the whole reflects the yearning for education among the people.

Out of 1,099 secondary schools as many as 509 were in urban areas and 590 were in rural areas. Under incentives of increased rate of maintenance grants and grants and loans for school buildings offered by government, more rural secondary schools are springing up in the countryside so as to bring this facility within the reach of a greater number of villages than before. Increase of schools in urban areas is restricted due to limitations of accommodation and building sites.

The number of pupils attending secondary schools in rural areas was only 0.08 million while the number of pupils attending secondary schools in urban areas was 0.28 million. Thus the average number of pupils attending a secondary school in the rural area was 142 while the corresponding figures for the urban area was 552. It may, however, be pointed out that some pupils from rural areas attend secondary schools in the nearby towns since the facilities available for secondary education in rural areas are still limited. Moreover, rural schools unusually have standard VIII onwards and one division in each standard, while urban schools range from standard V onwards and have many divisions in each standard.

The scheme of conversion of ordinary schools into multipurpose schools is expensive, since such schools require more accommodation, specialized equipment and better qualified staff. Most of the multipurpose schools in the old Bombay State area run only two courses, *viz.*, the usual academic one plus the diversified course allotted by the government. These schools do not lead to higher secondary examination but to the SSC examination followed by four years of study for the first degree. In these schools humanities and sciences are not considered as diversified courses, though in Saurashtra, science is a diversified course.

Schools under conversion were given advance grants of non-recurring type for purchasing equipment and furniture, and for erecting new buildings or extending existing buildings. This was to enable them to complete all the preliminaries before starting the courses in 1961-62.

It may however be mentioned that while the control of the technical high schools and polytechnic institutions vests in the Department of Technical Education, the diversified courses in

agriculture, commerce, home science, fine arts, and humanities are run by the Education Department.

Sainik schools are public schools for boys with a military bias. They are all-India institutes with common syllabus and examinations. An independent board of governors conducts their administration with the Defence Minister of the Union Government as its president and the Chief Minister or the Education Minister of the State as one of the members. These schools aim at preparing the adolescent boys physically and educationally fit to enter the National Defence Academy or other walks of life and developing among them qualities of group attachment, singularity of purpose, zest for serving the country with fidelity and sincerity and developing their character.

There has been a substantial increase in the number of teachers in the secondary schools of the State. Table 62 shows the number of teachers in secondary schools in 1960-61.

TABLE 62: NUMBER OF TEACHERS IN SECONDARY SCHOOLS IN GUJARAT (1960-61)

Management	Number of teachers		
	Men	Women	Total
Government schools	1,664 342 2,006
Local board schools	668 123 791
Private aided schools	9,525 1,739 11,264
Private unaided schools	112 35 147
TOTAL (1960-61)	11,969 2,239 14,208
TOTAL (1959-60)	10,668 1,892 12,560
Increase or decrease	+1,301 +347 +1,648

The percentage of trained teachers has increased from 58.4 in 1959-60 to 59.2 in 1960-61. Only 56.8 per cent of women teachers were trained during the year while the percentage of women teachers trained in 1959-60 was 53.6. The percentage of women teachers to the total number of teachers was 15.8 in 1960-61.

The direct expenditure on secondary education in 1960-61 was

Rs. 3.531 crores. All recognized secondary schools in the State in urban areas are eligible to receive grant-in-aid at 45 per cent and those in rural areas at 50 per cent of the admitted expenditure. Dearness allowance is paid to teachers in non-government secondary schools at the same rate at which similar classes of government servants receive it. Expenditure on that account is now merged with the normal rate of grant, as the original rate of 30 per cent and 33.3 per cent for urban and rural areas respectively is revised due to the implementation of recommendations of the Integration Committee for Secondary Education. Subject to availability of funds, building and site grants are at present payable at a rate not exceeding one-fourth of the total expenditure in case of ordinary secondary schools. The expenditure on school equipment such as school furniture, library, laboratory, workshop, audio-visual and other teaching aids including equipment on crafts, etc., is included in the expenditure for the year and held admissible for maintenance grants provided it is up to the limit of 12 per cent of the total direct expenditure (exclusive of expenditure on equipment). Expenditure on equipment exceeding this limit is admissible for an *ad hoc* grant of 25 per cent of such expenditure. Due to paucity of funds, the grant under this category was not paid during the year under report.

Proprietary schools, *i.e.*, schools not registered under either the Society's Registration Act 1950 or any other Act that may be, and communal schools are not eligible for any grant from public funds. Also schools charging tuition fees at rates higher than double the prescribed rate are not eligible for grant-in-aid of any kind. Vocational secondary schools are eligible for grant at 50 per cent of their admitted expenditure and non-recurring grants for equipment at 50 per cent.

A multipurpose school is eligible for grant-in-aid at 60 per cent of the recurring expenditure and 80 per cent of non-recurring expenditure. Building and site grants are admissible at rates not exceeding half of the total expenditure. Applications for special non-recurring grants on account of expenditure incurred on furniture, educational appliances, scientific and other apparatus, library books, etc., are dealt with on merit and the rate of grant is generally the same as maintenance grant which is 50 per cent or 66.7 per cent. No separate grants are paid on expenditure on dearness allowance

and the expenditure is included in the admitted expenditure for maintenance grant.

Building grants at the rate of 50 per cent are paid to the management of non-government secondary schools for construction of buildings, etc. A scheme for payment of loans to private bodies for construction of school buildings and hostels has also been included in the Third Five Year Plan of the State.

Satisfactory provision is available for the training of the secondary teachers. There were eight secondary training colleges on 31 March 1961 and the enrolment in these colleges was 845. In addition to B.T. and B.Ed. courses, three universities have instituted the M.Ed. course which can be taken entirely by papers, partly by papers and partly by research or entirely by research. The Ph.D. degree in education is however exclusively by research.

To encourage teachers and specially under-graduate teachers in secondary schools to improve their professional qualifications, the Department holds once a year an examination for the award of secondary teachers certificate. There are at present two training institutions offering one-year secondary teacher certificate. The intake capacity of these institutions is 128 (34 men and 94 women).

The two departments of extension services in the State at Baroda and Ahmedabad keep teachers familiar with new developments in education through activities such as advisory and guidance services, seminars and workshops, library service, audio-visual service, study groups and conferences, science club activities, publications, visits, exhibitions, and social and cultural activities. The seminars and workshops conducted by the extension centres cover all curricular subjects of the secondary school. Special mention should be made of the part played by these centres in acquainting secondary school teachers with the procedures and techniques of evaluation and framing new type of tests in school subjects. Methods of teaching English, mathematics, science, and social studies, use of audio-visual aids, receive specific emphasis. The centres also circulate the results of seminars, workshops, discussions, and conferences, etc., through brochures and newsletters to all the secondary schools within their zone of operation.

The medium of instruction in the State is the mother tongue of the child. To meet the requirements of non-Gujarati children

some of the schools in Ahmedabad, Baroda and other places are permitted to use Hindi and/or English as medium of instruction.

Government has been concerned about the fall in standards of English at the secondary stage. In order to prevent the standards from deteriorating further, various measures have been taken, such as revising the English syllabus, orienting teachers of English, and increasing the number of periods allotted to the subject. English is compulsorily taught in standards VIII to X.

It is also permissible to teach English in standards V to VII but parents have to pay an additional fee for the teaching of the subject and it is to be taught outside school hours.

Hindi is compulsorily taught in standards V to VII of the secondary schools in the State.

The State has a vocational guidance institute and a sub-bureau. The chief activities of the institute are career conferences, exhibitions, seminars, discussions and other activities pertaining to vocational guidance and personal and postal guidance.

The institute was entrusted with the work of preparing psychological tests for selection of candidates in respect of two government recruitments.

Expansion and improvement of secondary education in the State were contemplated in the Third Plan. Hence a provision for Rs. 3.368 crores has been made in the Third Five Year Plan against a provision of Rs. 1.594 crores.

University Education

There are three statutory universities in the State each representing a different type. The Gujarat University at Ahmedabad is a teaching-cum-affiliating university, the M.S. University at Baroda is a unitary residential university, and the Sardar Vallabhbhai Vidyapith at Vallabhvidyanagar is a rural residential university.

Tables 63 and 64 furnish comparative figures of the number of institutions for higher education and students during 1959-60 and 1960-61.

It has to be noted that all colleges are not affiliated to universities, nor are all research institutions recognized by them. There are a number of research institutions which are recognized and aided by the government, but they are neither affiliated to a university nor

do they do any regular teaching work. Moreover, there were six institutions of higher education not affiliated to any university. Of these, one was a research institute for higher education, two were graduate basic training centres, two were medical colleges and one was the rural institute at Sanosara.

**TABLE 63: INSTITUTIONS OF HIGHER EDUCATION IN GUJARAT
(1959-60 AND 1960-61)**

Type of institutions	Number of institutions	
	1959-60	1960-61
University departments	..	3
Research institutions	..	7
Colleges for general education	..	36
Colleges for professional education	..	32
Colleges for special education	..	6
TOTAL	..	98

TABLE 64: ENROLMENT IN HIGHER INSTITUTIONS IN GUJARAT
 (1959-60 AND 1960-61)

Type of institutions	1959-60			1960-61		
	Boys	Girls	Total	Boys	Girls	Total
University departments ..	287	92	379	1,838	323	2,161
Research institutions ..	205	32	237	192	49	241
Colleges for general education ..	20,943	6,313	27,256	23,499	6,939	30,438
Colleges for professional education ..	14,824	806	15,630	15,208	996	16,204
Colleges for special education ..	621	515	1,136	731	578	1,309
TOTAL ..	36,880	7,758	44,638	41,468	8,885	50,353

secondary teachers certificate (STC) classes have now been included under professional institutions. But as they do not strictly conform to the standards of a college, they are dealt with in the section on secondary education. The expenditure on professional colleges in 1960-61 was Rs. 85.90 lakhs.

The colleges for special education do not show any variation in their number but the number of male as well as female students increased from 621 and 515 to 713 and 578 respectively. The expenditure increased from Rs. 6.40 lakhs in 1959-60 to Rs. 9.70 lakhs in 1960-61.

Technical Education

Although the mill industry in Ahmedabad started as early as 1857, the growth of technical education in the State has been very slow. There were no technical schools before 1901. After 1930, however, technical education has been growing apace. By 1954, there were four engineering colleges, one each at Baroda, Ahmedabad, Morvi and Anand with a total intake capacity of 760 students. The growth of technical education after 1954 has been even more spectacular. During 1960-61, the intake capacity of technical institutions was nearly 970 students at the degree level and nearly 1,475 students at the diploma level.

Even these facilities are not adequate to meet the requirements of the State. Several measures were, therefore, taken during the Second Plan period, with a view to meeting the demand for technical personnel to man the small, medium and heavy industries. However, in order to keep pace with the ever increasing demand resulting from the rapid industrialization of the State, the facilities for imparting technical education are proposed to be expanded during the Third Plan.

The programme drawn up for the current year provided for an increase in the intake capacity of L.E. College, Morvi from 100 to 120. Provision has also been made for the preliminary expenditure such as on acquisition of land, etc., to start a regional college of engineering at Surat. It is also proposed to establish a polytechnic at Broach and to introduce electrical and mechanical diploma courses at Dohad polytechnic during the current year. Besides, the intake capacity of Dr. S. and S. S. Gandhi College of Engineering and

Technology, Surat with diploma courses was also proposed to be increased from 140 to 200. Necessary provision has also been made for the development of grant-in-aid institutions.

Agricultural education in the State is provided at three levels. At the top, there are agricultural colleges which are affiliated to universities. Next come agricultural high schools or multipurpose schools with agriculture as one of the courses. They provide a pre-vocational type of instruction with a good deal of general education. At the lowest level, there are agricultural schools which provide instruction in agriculture to those who have completed the primary school course. In this connection it may be noted that agricultural colleges and schools are under the administrative control of the Director of Agriculture while agricultural high schools and multipurpose schools with agriculture as one of the courses are under the control of the Director of Education.

There were two agricultural colleges in the State with 782 students in 1960-61 against one college with 584 students in 1959-60. The expenditure also rose from Rs. 6.40 lakhs to 6.70 lakhs. The agricultural schools in these years rose to 10 from 9, the number of students to 603 from 515 and expenditure to Rs. 4.00 lakhs from Rs. 3.50 lakhs.

Commercial education in the State is provided through three types of institutions, *viz.*, (1) colleges of commerce, (2) commercial high schools and multipurpose schools with commerce as a course, and (3) commercial institutions. Colleges of commerce are affiliated to universities and provide a four-year degree course after the secondary stage. The commercial high schools and multipurpose schools provide a pre-vocational course in commercial education along with general education and the commercial institutions provide instruction in such courses as shorthand, typewriting, accountancy and secretariat practice.

There were eight commerce colleges in 1960-61 against seven in the previous year. The number of students in the colleges decreased from 5,737 in 1959-60 to 5,452 in 1960-61. The expenditure rose to Rs. 10.40 lakhs from Rs. 9.80 lakhs.

The commerce course has gained popularity as a multipurpose course in secondary schools extending over four years from standard VIII to standard XI. Very few schools, however, can either afford

to institute these special courses, or, when instituted, the number of students, opting for the course does not always justify either the heavy initial expenditure for equipment or the full time services of trained instructors. Government have, therefore, established commerce centres in district towns or other large towns having fairly large number of secondary schools. These centres are fully equipped and well staffed and offer the course *gratis* to pupils of local secondary schools.

The number of commercial institutions increased from 55 in 1959-60 to 69 in 1960-61 and their enrolment from 9,113 to 10,417. The total expenditure on these institutions was Rs. 1.40 lakhs in 1960-61.

As in 1959-60, the number of engineering and technology colleges remained four in 1960-61, though the enrolment increased from 4,230 in 1959-60 to 4,699 in 1960-61. Two of these colleges were managed by the government. Of the total expenditure of Rs. 28.10 lakhs incurred in 1960-61, as much as Rs. 12.90 lakhs (about 55.2 per cent) was spent from the State Government funds.

Technical courses at the secondary level involve heavy investment on account of workshops, equipment and technically qualified personnel. Very few private secondary schools can, therefore, afford to introduce these courses and run them parallel to their academic course. To provide technical courses to as many students of local secondary schools as possible with no cost either to the institutions or to the students, government has established technical centres at district towns and other large towns. These centres serve pupils of standards VIII to XI and prepare them in the theory and practicals of the course up to the SSC examination level.

The number of engineering, technical, industrial and arts and crafts schools rose from 123 in 1959-60 to 136 in 1960-61. The number of students rose from 7,837 to 11,679 and the total expenditure increased from Rs. 25.10 lakhs to Rs. 37.30 lakhs in these years.

The Forest Department of the State has established educational institutions for training the personnel required by the Department. One forestry training school is located at Gholwati (Baroda District). The course is of eight months' duration and subjects like silviculture, forest mensuration, forest engineering geometry, surveying, accounts procedures, forest law, botany, forest utilization, etc., are taught.

Practical training is also imparted through excursions and camps in centres of forest activities.

There is also a forest guard training school at Junagadh which admits students for a six months' course. The total number of trainees in the school on 31 March 1961 was 77 and the expenditure incurred was Rs. 71,372.

Legal education is provided in colleges affiliated to universities. The number of law colleges remained five during the years 1959-60 and 1960-61, the number of students decreased to 1,968 from 2,200. But the total expenditure increased to Rs. 3.80 lakhs from Rs. 3.40 lakhs during the corresponding years. Out of the five colleges in 1960-61, one was managed by the State Government.

Medical education in the State is provided through medical and ayurvedic colleges. The medical colleges teaching the western system of medicine are affiliated to universities and provide a five-and-a-half years' course, while the colleges teaching the ayurvedic system of medicine provide a four-and-a-half years' course. Both the courses are taken after the intermediate examination in science.

Training of nurses, midwives and auxiliary nurses is undertaken by medical schools attached to the medical colleges, hospitals and district hospitals. The duration of the course is three years in general nursing and two years in auxiliary nursing and midwifery. Training in midwifery extends over a period of about one year for general trained nurses. There are some medical colleges providing instructions in the ayurvedic system of medicine at a lower level. The duration of these courses is generally four years, and SSC holders are eligible for admission. At the end of the course a diploma is awarded to successful candidates.

The ayurvedic institutions are under the administrative control of the Director of Ayurveda, Gujarat State and all other institutions are under the direct control of the Director of Medical Services, Government of Gujarat.

At the end of the year 1960-61, there were nine medical colleges, ayurvedic colleges and pharmacy colleges at Ahmedabad against seven in the preceding year. The total number of students increased from 2,220 in 1959-60 to 2,441 and the expenditure from Rs. 24.20 lakhs to Rs. 30.80 lakhs in 1960-61.

There were 22 nursing and midwifery schools in 1960-61, out of

which 14 were managed by government and the remaining eight by non-government agencies.

The total number of students in these schools was 1,069, out of which 81 were boys and 988 girls. The total expenditure on medical schools decreased from Rs. 3.70 lakhs in 1959-60 to Rs. 3.00 lakhs in 1960-61. An amount of Rs. 2.00 lakhs was borne by the State Government in 1960-61 as against Rs. 2.80 lakhs during 1959-60.

Veterinary education is offered at two levels—the collegiate level leading to bachelor's degree and later to post-graduate degree and the school level of about a year's duration.

There were three institutions which provided one-year course consisting of nine months' theoretical instruction and three months' practical instruction in veterinary education at a lower level. All these institutions are under the administrative control of the Director of Animal Husbandry, Gujarat State, Ahmedabad.

On 31 March 1961, there was one institution in music and dancing at the university level, *viz.*, the College of Indian Music, Dance and Dramatics of the M.S. University, Baroda. The enrolment in this college was 466 (295 boys and 171 girls) students. The total expenditure during the year was Rs. 1.90 lakhs as against Rs. 1.30 lakhs in the preceding year.

In 1960-61, there were nine schools of music and dancing in the State. All these were private institutions, but government expenditure on account of grants to these institutions was Rs. 1,10,614. The total number of students in these schools on 31 March 1961 was 931 (540 boys and 391 girls).

Art education in the State is supervised and inspected by the Inspector of Drawing and Craftwork. The main responsibilities of his office are to inspect higher art institutes and the teaching of drawing in primary and secondary schools, the conduct of government drawing grade examinations, the award of drawing grants to secondary schools, etc. He also acts as secretary to the higher art examination committee.

There are separate high schools of fine arts, but arts comprising of drawing, music and dance form a diversified course with commerce, home science and other technical courses.

Provision for the study of social sciences at an advanced level

exists at the Faculty of Social Work, M.S. University, Baroda. As a post-graduate institution, the Faculty offers the degree of Master of Social Work. The curriculum consists of classroom work, field work and research. The chief emphasis continues to be on practical training and the application of academic knowledge to every day life situations. During 1960-61, the Faculty had an enrolment of 76 (57 boys and 19 girls).

In addition to the institutions providing instruction at an advanced level, there were two institutions which provided training to social workers at a slightly lower level. The duration of the course at both the institutions is one year. The total number of students on 31 March 1961 in both the institutions was 39 (15 boys and 24 girls). The total expenditure on the institutions was Rs. 40,582, the State Government's contribution being Rs. 23,613.

The four cooperative training schools in the State provide training facilities to subordinate personnel of cooperative department and employees of the different types of cooperative institutions. The period of training is divided into four-and-a-half months' theoretical training and two months' practical training. Expenditure on some of the items such as salary of the teaching staff, stipends, library, etc., incurred by the private schools, is shared by the central and the state governments. The total number of students in these schools in 1960-61 was 603 as against 446 in 1959-60 and the total expenditure incurred was Rs. 94,659.

The Faculty of Home Science, M.S. University of Baroda, provides a four years' course leading to the degree of B.Sc. (Honours) and a further two years' course leading to the degree of M.Sc. (Honours). In the B.Sc. course the first two years consist of a core course, which acquaints all students with different phases of home science. The last two years enable the students to specialize in their own fields of interest. Four home science fields are offered as majors: (1) food and nutrition, (2) child development, (3) home management, and (4) home science education. For M.Sc. two majors are provided, viz., (1) food and nutrition, and (2) child development. The total number of women in the Faculty on 31 March 1961 was 336 as against 299 in 1959-60.

Home science forms a diversified course like commerce, fine arts and other technical courses at the secondary stage. The

home science course forms one of the courses with others and there is no separate high school for home science in the State. Secondary schools with home science are classified as high schools and are dealt with under secondary education.

There was one rural institute for higher education in the State, *viz.*, Lok Bharati, Sanosara, established in 1953. This institution is affiliated to the National Council for Rural Higher Education of the Government of India. It prepares students for the three years' diploma course in rural services and two years' certificate course in agricultural science. Besides, the Lok Bharati also runs a primary school, a basic teachers' training college, a Krishivid course, a scheme for subsidized farms as well as educational extension service in nearby villages. The institute has an experimental and demonstration farm attached to it.

There is one school under this category managed by the Ministry of Transport, Government of India. The trainingship 'Nav Lakbi' provides a three months' practical and elementary course in steamship. The selection of boys is held every year at Surat, Rajkot, Bhavnagar, Junagadh and Bhuj. During the course of their training the boys are provided with free board and lodging and weekly pocket money of Rs. 2.50. After the training, the boys are eligible to work in engine-room department or the dock department of the merchant navy. During the year under report 380 boys were under training. The total expenditure incurred on this institution during 1960-61 was Rs. 2,17,509 and was met from central government funds.

Social Education

Social education in the form of night schools first began in 1882 in Gondal district. However, there was no organized agency for adult education in the State till 1957, although individual workers like Shri Gijubhai Badheka (at Bhavnagar), Dr. Lauback (in the Panchmahals) and Shri Jugatram Dave (at Vedchhi Ashram in the Surat district) had carried out experiments in the methods of teaching adults to read.

With the assumption of power by the Congress Party in 1937, a provincial board for adult education was appointed under the chairmanship of Shri S. R. Bhagwat. A sub-committee for Gujarat was appointed under the chairmanship of Shri Jugatram Dave.

Programme of social education has come into special prominence after independence. It was felt that mere literacy would not improve the masses. From the point of view of citizenship it falls short of the minimum education that must be given to every adult. In a proper programme of adult education, therefore, the imparting of literacy must be combined with a good deal of general education which should include subjects like civics, personal and community hygiene, elementary geography, broad outline of Indian cultural tradition, some knowledge of the political, social and economic problems facing the country and instruction in simple crafts. In short, adult education was to be intimately related to the every day problems of life, and cultural and recreational activities were to form an integral part thereof. This widening concept of adult education was so radical that it was decided to give it a name in order to distinguish it from the narrow outlook of the earlier days and it was henceforward designated as social education.

Although this concept is common, the administrative set-up for the development of social education varies in the different components of the State. A city social education committee was constituted for Ahmedabad in 1948. This committee is paid grants at 50 per cent of its approved expenditure. There is one state social education committee with its headquarters at Surat for the entire district of Gujarat. With the setting up of Panchayat Raj the work of social education has been transferred from the Education Department to the Panchayats working under the district development officers.

Although the concept of social education is much wider than that of mere literacy, the attainment of literacy does form the first essential step in any programme of social education. Every social education class, therefore, tries to impart literacy to adults evaluated by holding a test which is generally known as the first test in social education, as distinct from the second test which evaluates higher achievements. The duration of the literacy classes which prepare students for the first test is about four months and that for the second test is six months. Certificates are given to those adults only who pass the second test.

The number of social education classes which worked for the first test and the number of adults made literate through them in

1960-61 was 41,654 men and 8,920 women against 66,266 men and 14,598 women respectively for 1959-60.

The social education programmes are mainly financed from state funds. The social education committee established for Ahmedabad receives contribution from municipal funds.

An important aspect of the social education programme is to maintain and develop the literacy and reading interests acquired during the social education classes. This is attempted through publication of literature suitable for neo-literates and organization of village libraries and reading rooms.

The state social education committee publishes its monthly magazine in the regional language. An Urdu fortnightly *Rahbar* is published by a private agency and it is subsidized by the department.

With a view to preparing suitable literature for neo-literates three camps of over two months' duration (one-and-a-half month at Ubhrat and ten days each at Maroli and Junagadh) were organized during which 40 folders of 150 words each, 20 booklets of 500 words each and 20 booklets of 1,000 words each were prepared. Out of this, 20 folders each of 150 words (2,000 copies of each folder) were published in the year 1960 and literature for adults was prepared on that basis.

In order to maintain literacy among neo-literates a scheme for distributing prizes to writers in social education has been sponsored by the Central Government and some of the writers of Gujarat have been awarded prizes for writing good books for neo-literates.

Village reading rooms and libraries play a very important part in the maintenance of literacy and reading interests. The number of libraries, reading rooms and books at the beginning of 1960-61 was 5,538, 726 and 3.19 million respectively against 3,476, 516 and 1.69 million in the previous year.

The average daily attendance in the reading rooms was 60,412 against 4,44,614 and total expenditure on libraries and reading rooms was Rs. 14.20 lakhs against Rs. 6.80 lakhs in two years.

One of the schemes started under the First Five Year Plan is the integrated library service. The scheme is under the supervision and guidance of the Principal, Graduates' Basic Training Centre, Rajpipla and serves a compact area comprising of 100 villages round about Rajpipla.

The scheme for training village school teachers for social education work continued. The aim of the training is to orientate the teachers and make them plan-minded, so as to be effective in their work in social education in particular and community development programme in general. The teachers under the scheme are trained by the peripatetic team of special officers specially appointed for the purpose. The courses are run by camps in districts according to the fixed programme. The duration of course is 30 days. The special officers attached to the divisional commissioners look after the field work under the scheme.

A number of courses, Shibirs and camps were also organized for the social education workers in the community development project and national extension service blocks.

The Janata College at Trapaj in Saurashtra organizes short-term courses of two months' duration for village leaders and imparts training in general knowledge and development activities. Integrated library service is also attached to Janata College circulating books to villages nearby.

A handbook for social education workers, *Suggestions to Teachers in Social Education* published in 1958-59 in English, Gujarati and Marathi is extensively used in promoting social education activities.

For the spread of social education, a general social education programme is being carried out. This constitutes mainly cultural programmes, visual aids, film shows, radio talks, celebration and observance of festivals and National days, etc. These form a regular feature of all the schools in the State. The place of the school as a community centre is being gradually intensified, and the school functions are organized increasingly for the benefit of the community around. In the areas of the old Bombay State, each district has a central school which functions as a school-cum-community centre. Community centres are also established under the supervision and guidance of the principals of the graduate basic training centres at Rajpipla and Mangrol. Valuable work in the field is also being done by the Saurashtra youth mandals and mahila mandals.

Girls' Education

The great awakening among the people for social reconstruction

after independence has resulted in an unprecedented expansion of educational facilities for girls at all stages of education. True, the traditional social prejudice against the education of girls dies hard, but the splendid work done by Kasturba Samarak Nidhi and the State Social Welfare Board as well as the growing desire on the part of women for economic independence, have contributed in no small measures to overcoming this prejudice. There is an appreciable increase in the number of institutions for girls and their enrolment.

In the eleven districts of old Bombay State, the Education Department has a common cadre of inspecting staff without any discrimination on the ground of sex so far as primary schools are concerned. Separate schools for girls are, however, ordinarily inspected by women officers. There is an inspectress of girls' schools at Ahmedabad, who inspects secondary schools for girls and women's primary and pre-primary training colleges in the areas assigned to her. The administrative control of the institutions, however, rests with the district educational inspector of the respective district.

The inspectress of girls' schools at Ahmedabad has under her an assistant inspectress of girls' schools stationed at Rajkot to assist her in her work.

Table 66 compares special institutions for the education of girls and total enrolment of girls in all kinds of educational institutions.

The number of girls in Table 68 includes enrolment of girls in all institutions for boys and girls, while the institutions are those specially meant for girls. Again, the number of special institutions for girls is comparatively small, and a large number of girls are found attending mixed schools. About 59 per cent of the girls enrolled in all educational institutions attend boys' schools. Social education classes for women, however, are exclusively attended by women only, as in this field separate education is the rule.

All the pre-primary institutions are co-educational. There were in all 25,947 pupils in the 358 institutions, of whom 14,381 (55.4 per cent) were boys and 11,566 (44.6 per cent) were girls.

There is co-education at the primary stage and there is no differentiation of curriculum at this stage for boys and girls. Provision for the teaching of special subjects like domestic science, needle work, embroidery and tailoring is, however, made in all separate schools for girls.

TABLE 66: NUMBER OF GIRLS' INSTITUTIONS WITH ENROLMENT IN GUJARAT (1959-60 AND 1960-61)

Type of institutions	No. of institutions for girls		Increase or decrease	No. of girls in all institutions		Increase or decrease
	1959-60	1960-61		1959-60	1960-61	
University departments ..	..	..	..	92	323	+231
Research departments ..	..	..	..	32	49	+17
Arts and science colleges ..	7	7	..	6,313	6,939	+626
Professional and special colleges ..	1	2	+1	1,415	1,574	+159
Secondary schools	85	101	+16	78,473	92,358	+13,885
Primary schools	917	973	+56	7,28,692	7,87,098	+58,406
Social education classes ..	1,372	1,006	-366	31,991	26,025	-5,996
Other schools ..	85	103	+18	17,837	19,961	+2,124
TOTAL ..	2,467	2,192	-275	8,64,845	9,34,327	+69,482

Out of 2.25 million pupils in the primary schools, 0.79 million (35.0 per cent) were girls. Of the total number of 58,807 teachers working in primary schools, 15,633 (26.2 per cent) were women. Fifty-five per cent of these women are trained.

Of the total enrolment of 0.36 million pupils in all secondary schools, 0.09 million (25 per cent) were girls. The small percentage is partly due to the fact that parents and guardians often prefer separate schools for girls at this stage. Unfortunately, the number of such schools is ten per cent only.

Out of a total of 14,208 teachers working in secondary schools, 2,239 (15.8 per cent) were women. Where a secondary school for boys admits girls, the Department insists on the appointment of a sufficient number of women teachers on the staff. The trained women teachers in secondary schools are 56.8 per cent.

Generally, secondary schools for girls follow the same curriculum as the secondary schools for boys and both boys and girls appear for the same SSC examination. However, in some secondary schools for girls (or even in some mixed schools which are largely attended by girls) special arrangements are made for teaching subjects like home science, music, painting, etc. Many girls show a preference for these subjects and also elect one or more of them for the SSC examination.

It is not possible to give an accurate idea of the total expenditure incurred on the education of girls and women. But so far as separate schools for girls are concerned, Table 67 shows the figures of direct expenditure.

TABLE 67: DIRECT EXPENDITURE ON THE EDUCATION OF GIRLS IN GUJARAT (1960-61)

Type of institutions			Expenditure incurred
			Rs.
Universities, research institutions and arts and science colleges	..	..	7,13,272
Professional and special colleges	..	..	2,35,782
Secondary schools	..	..	46,90,125
Primary schools	..	..	1,04,97,667
Social education classes	..	..	56,918
Other professional and special schools	..	..	11,33,706
TOTAL	..	..	1,73,27,470

Government has adopted several measures in the Third Five Year Plan, to encourage the education of girls at various levels with a view to raising the percentage of enrolment of girls in primary schools. With this aim in view, government has provided for the building of quarters for women teachers, particularly in rural areas. Provision has also been made for buildings and hostels for government women's training colleges. In the field of higher education, grants are being paid to non-government colleges to provide rent-free hostel accommodation to girls particularly from rural areas.

Teaching of Science

The teaching of science at the primary stage starts from the very beginning of the school course. The basic method of correlated teaching has helped to make the subject more meaningful. The difficulties that have stood in the way of improving the methods of science teaching are paucity of trained science teachers, inadequate syllabuses needing revision and lack of suitable textbooks. Steps have been taken to overcome these handicaps.

With a view to improving and strengthening the teaching of science in secondary schools, special grants for equipments, etc., are being given to government and non-government secondary schools.

To expand facilities for the teaching of science in colleges, the State Government has introduced a scheme under which the non-government colleges in the Gujarat region, that are prepared to increase the number of seats or to open new sections in science, should be considered for giving non-recurring grants for building or equipment at the rate of Rs. 400 per student or 50 per cent of their non-recurring additional expenditure, whichever is less.

To develop and encourage research work in the field of science at the higher level, research fellowships worth Rs. 200 per month are awarded to research scholars in science. An amount of Rs. 1,000 is also paid for the purchase of scientific equipment, etc., necessary for research work. There are 25 fellowship seats available at present and the scheme is being revised to benefit many more research scholars at a lower level.

Scholarships

Freeships, stipends, scholarships and other concessions granted by the State fall into three main categories: (1) those granted on the basis of social backwardness, (2) those intended to overcome the barrier of parental poverty, and (3) those given in recognition of merit.

Consequent upon the unification of educational concessions, the students belonging to scheduled castes, scheduled tribes, nomadic tribes and denotified tribes, are awarded free-studentships, examination fees and scholarships according to the prescribed economic ceilings for each of the categories at pre-SSC stage of education.

Primary education is free for all children belonging to the age-group 6-11. Full freeship is made available to those students of backward classes whose parents'/guardians' income per annum does not exceed Rs. 3,600 and half freeship to those students whose parents'/guardians' annual income is above Rs. 3,600 and below Rs. 4,800. Examination fees are given to those students whose parents'/guardians' annual income does not exceed Rs. 3,600. In addition to free-studentships and examination fees the backward class students are also granted scholarships. But unlike freeships and examination fees, the scholarships are granted to deserving students on merits based on the result of last annual examination, and whose parents'/guardians' income does not exceed Rs. 6,000 per annum. The rates at which the scholarships are awarded are given in Table 68.

TABLE 68: SCHOLARSHIP RATES IN GUJARAT (1960-61)

Scheduled caste, scheduled tribe, nomadic tribe, and denotified tribe students		
Standards I and II	..	.. Rs. 3 per annum
Standards III and IV	..	.. Rs. 6 per annum
Standards V to VII	..	.. Rs. 30 per annum
Standards VIII to XI	..	.. Rs. 60 per annum
Technical courses	..	.. Rs. 90 per annum
Professional courses	..	.. Rs. 25 per annum

At the post-SSC stage of education the students belonging to scheduled castes and scheduled tribes are awarded Government of India scholarships as per the regulations prescribed by the Ministry of Education, Government of India. The scheduled tribes students are awarded this scholarship irrespective of their parental income whereas the scheduled caste students are awarded scholarship as per prescribed income ceilings. Out of the funds earmarked for awarding Government of India scholarships to other backward class students, the applications of nomadic tribe and denotified tribe

students are also considered. The scheduled caste and scheduled tribe students who are not awarded Government of India scholarships on account of failure are awarded State free-studentships and nomadic tribe and denotified tribe students who are not awarded Government of India scholarships for want of funds are awarded State freeships.

In addition to these concessions in the field of education the students belonging to backward classes are provided free board and lodging facilities in various backward class hostels run either by government or by reputable voluntary agencies on grant-in-aid basis. The scheduled tribe, nomadic tribe and denotified tribe students have the privilege to receive education in the Ashram schools—residential type of schools specifically opened for educating them.

Eight hundred and thirty open merit free-studentships to non-backward class students in non-government colleges are granted to the students of arts, science, commerce, law, B.Ed. degree and fine arts on the percentage of students in a college.

The interest-free loan scholarships of the State of Gujarat are in existence.

The following schemes of the Government of India are also operative in the State:

- (1) National scholarships are being given by the Ministry of Education every year to the students who have secured 60 per cent marks or more at the SSC examination.
- (2) Merit scholarships to the children of primary and secondary school teachers who have secured 60 per cent marks or more, are being given by the Ministry of Education.
- (3) National loan scholarships are given to the students who have secured 60 per cent marks or more at the SSC examination. They are being given by the advisory board of national loan scholarships.

The object of the second group of scholarships is to equalize educational opportunity. After the formation of Gujarat State, economically backward class concessions are awarded to the students belonging to the class of persons whose annual income from all sources exceeds Rs. 900 but does not exceed Rs. 1,200. They receive free education up to the SSC stage with effect from April 1960.

Government have also extended the benefit of freeship with a view to granting some relief to persons whose annual income exceeds Rs. 1,800 and who have four or more children studying in standards VIII to XI in secondary schools or in technical schools or institutions up to the SSC stage or higher institutions and colleges. All such children are given half freeship from June 1960.

Free-studentships, scholarships and book grants are also given to the children of goldsmiths affected by Gold Control Rules. The same kind of concessions are being given to the Mazanbic repatriots from Portuguese colonies.

A limited number of stipends and book grants is available to scholars up to the post-graduate level. Three hundred and fifty sets of high school and middle school scholarships are awarded annually on the basis of examination results every year. In Saurashtra, merit scholarships are given in government secondary schools. Twenty-two thousand rupees are spent on these scholarships annually.

Physical Education

Physical education has been a compulsory subject in schools since 1937-38. After 1947, three special committees were appointed under the chairmanship of Swami Kuvalyanand to look into the problem of physical education. Most of the recommendations made by these committees have been accepted by the government.

An inspector for physical education is responsible for the supervision of physical education in the State. At the district level there are assistant deputy educational inspectors for physical education looking after physical education work. All primary and secondary schools follow a regular syllabus of physical education, which is also an examination subject. Generally one period per day is reserved for physical education in the lower standards and three to four periods per week in the higher standards.

The C.P. Vyayam Mahavidyalaya at Rajpipla trains teachers of physical education at the certificate and diploma levels. The college of physical education at Ahmedabad runs a certificate course in physical education.

There are about 10,000 scouts and guides in the State. The National Cadet Corps consisting of three divisions was introduced in 1948. Its junior division which was abolished in 1953 has since been

reinstated. The Auxiliary Cadet Corps has been in existence since 1954.

The National Discipline Scheme sponsored by the Government of India was introduced in 1958-59. The scheme is in operation in 234 secondary schools and the total number of children under it is about 80,000. There are 307 instructors working under this scheme.

Medical inspection of children is compulsory at the ages of 8, 11 and 14. In primary schools, however, there is neither any regular provision for inspection nor for any follow-up work. The only exception is the Ahmedabad Municipal Corporation which maintains a school medical service and runs a children's clinic on efficient lines. In secondary schools, children are examined either by a government doctor or by a private practitioner. Government gives grants to private schools for this purpose, though there is no follow-up work.

The provision for physical education in the Third Plan seeks, *inter alia*, to improve playground facilities in secondary schools and to expand and improve training facilities for teachers of physical education. It is also proposed to organize a number of refresher courses, seminars and conferences in physical education for teachers and headmasters of secondary schools.

Education of Backward Classes

In accordance with the provision of Article 46 of the Constitution, the education of backward classes has been given special attention. There have been insurmountable handicaps such as ignorance, rigid tradition and utter poverty in the advancement of education of these communities. To break down these barriers government has formulated intensive and far-reaching measures for the economic improvement of these people as a whole and have offered a variety of concessions and inducement to the young for their educational advancement. Most of these measures are implemented by the Social Welfare Department which has specially been constituted for the purpose.

With the creation of a new class of economically backward classes based on income during 1959-60, a unification of the varying educational concessions awarded to scheduled castes and scheduled tribes in the State was effected under the unified scheme. Scheduled

caste and scheduled tribe students at all stages of education were exempted from the payment of tuition and examination fees.

Besides payment of tuition fees, examination fees and scholarships, the State Government pays grants to voluntary agencies to run hostels for the backward class students. Balwadis and Ashram schools also form a part of the drive to raise the standard of literacy among the backward classes. Apart from the hostels run by voluntary agencies, five hostels for the backward class students are run by the government.

Ashram schools are residential type of schools where the best traditions of the old Gurukul system and the modern system of basic education are combined. The conception of the Ashram schools is based on respect for the cultural life and traditions of the tribals. These schools are generally located in areas of scheduled castes or in the areas mainly inhabited by the tribals, so that the object of these schools and that of imparting education to the tribals could be achieved in their own environment and surroundings.

The various measures of educational concessions and inducements are gradually bringing in more and more pupils of the disadvantaged classes, especially of scheduled castes and scheduled tribes into educational institutions at all levels. The backward classes receive greater and more inducive advantages for speeding up their educational progress which, compared to non-backward classes, has considerable leeway to make up. The social and economic disadvantages of these people are slowly being levelled up to bring them to the status of other sections of the people among whom they are being assimilated.

Education of the Handicapped

As in other fields, educational facilities for the handicapped have undergone considerable expansion during the post-independence period. The welfare of physically handicapped has become one of the main activities of the Directorate of Social Welfare.

The blind inmates are taught weaving, knitting, music, carving, agriculture, barille, cane work, animal husbandry, rural crafts, candle making and coir knitting. The inmates are given education up to standard VII and instruction in music up to Sangeet Visharad. Some blind students are prepared for the SSC and college examinations.

The schools for the deaf and the mute impart education up to standard VII. They also teach drawing and painting, tailoring, carpentry, wood engraving, embroidery, photography, printing and composing.

There is a home for crippled children at Baroda with capacity for 100 inmates. The home admits orthopaedically handicapped children. Besides education up to standard VII, they are taught knitting, door mats, portfolio making and cane work.

The State Government is keenly aware of the need to expand educational facilities for the handicapped. Its policy, however, is to assist voluntary organizations to come forward rather than to take over the responsibility directly. To give training in some crafts to orthopaedically handicapped persons, Apang Manav Mandal, Ahmedabad has started a sheltered workshop for the crippled. This institution has residential as well as day students. The orthopaedically handicapped persons are given training-cum-work in book binding, printing, portfolio making and tailoring in the workshop. The institution was given an equipment grant of Rs. 2,500 in 1960-61.

Pre-primary Education

There is a large number of pre-primary institutions in the State. There were 415 schools in 1960-61 against 306 in the previous year. This figure, however, does not include Balwadis under Social Welfare Department. Out of these schools, 243 are in urban areas and 115 in rural areas. An important institution of this kind is the Bal Bhawan at Rajkot. Besides serving as a laboratory for the observation of child behaviour, it seeks to develop aptitudes of children by providing them with a rich fare of creative and recreational activities.

Most of the pre-primary institutions are maintained by private organizations and only a few of them receive financial assistance from the State. The total expenditure on these schools in 1960-61 was Rs. 11.60 lakhs against 9.80 lakhs in the previous year. Most of these schools work on the montessorian principles. Some pre-basic schools working on the lines of basic education have also come up and are becoming increasingly popular.

The number of teachers in pre-primary schools was 704 in the year 1960-61. The number of trained teachers was 422 or 59.9 per

cent of the total number of teachers. The percentage of women teachers was about 78.9. At present there are seven pre-primary training colleges in the State. All these are non-government colleges receiving grant at the rate of 50 per cent of approved expenditure.

Audio-visual Education

The audio-visual section of the Education Department of the former Bombay State did pioneering work in this field. It arranged educational exhibitions, organized short-term training courses, ran a circulating library of films for schools, and gave projectors on loan to government and non-government secondary schools, training colleges for primary teachers as well as some educational inspectors.

Under the Second Five Year Plan three mobile vans were given to Rajkot, Bhavnagar and Surendranagar districts in Saurashtra. A fourth mobile van was given to Kutch. Out of the benevolent fund of the ruler, projectors were also supplied to the majority of the multipurpose schools of Saurashtra. Moreover, radios were given to 84 secondary schools and two Lokshalas in Saurashtra and 16 radio sets to secondary schools in Kutch. It was against this background that the new State of Gujarat set up a separate office of visual education under the charge of an inspector of visual education.

Apart from maintaining the services intended for the erstwhile Bombay Unit, the new office surveys the needs of secondary schools, primary and training colleges and institutions of higher education in the State in respect of audio-visual education, organizes seminars, exhibitions and short-term training courses and encourages the development of film libraries and museums at suitable places. Among other schemes under consideration is the establishment of a centre for the production of cheap projected and non-projected aids and a puppet theatre.

Development of Hindi

There is a great deal of enthusiasm among the people of the State for adopting Hindi and the government is giving all possible encouragement in the matter. Every government employee (from class IV servants to the gazetted officers) is required to pass a prescribed examination in Hindi. It is a compulsory subject from standards V to XI as well as at the primary school certificate

examination, the primary teachers' certificate examination and the SSC examination. All the three universities in the State have introduced Hindi as a compulsory subject in almost all the examinations. The universities also recognize Hindi as an alternative medium of instruction.

Private agencies such as Rashtra Bhasha Prachar Mandal, Wardha and the Gujarat Vidyapeeth, Ahmedabad conduct classes and hold examinations in Hindi. These examinations have become very popular. Government also gives grants for conducting Hindi classes and courses and for the purchase of Hindi books for libraries.

Arrangements have been made for training Hindi teachers for primary and secondary schools. For the former, the Education Department conducts four months' short-term training courses in selected primary training colleges in the State and selected school board teachers are deputed to this course. Some private agencies coach candidates for the lower and the higher Hindi shikshak sanad examination. The lower HSS examination is taken by students who undergo a refresher course of four months' duration, while the higher HSS examination by those who undergo a refresher course of nine months' duration.

Propagation of Sanskrit

Sanskrit has been accorded a pride place at all stages of education. There are a number of Sanskrit Pathashalas, both government and non-government, which have been doing useful work in the propagation of Sanskrit. The non-government Pathashalas receive grant-in-aid from the government. In secondary schools Sanskrit is introduced in standard IX although in some secondary schools, a beginning is made in standard VIII. It is obligatory for a student to have taken Sanskrit at the SSC examination if he wishes to join an arts course in a university. The study of Sanskrit is essential for those who wish to enter the Brahmanic professions or qualify for entrance into the Ayurvedic colleges and courses for Vaidyas. A number of private agencies run courses and hold examinations in Sanskrit.

A standing committee has been appointed to advise the Director of Education in matters relating to the recognition of and grant-in-aid to Sanskrit institutions and the determination of the

equivalence and standards of Sanskrit examinations conducted by these institutions.

Summary and Outlook for the Future

With the excellent traditions which the State has developed in the field of education and great awakening among the people which has been brought about during the post-independence period, education is bound to make rapid progress in Gujarat. With a view to catering to the needs of the people, liberal financial provision has been made for education in the Third Five Year Plan as shown in Table 69.

TABLE 69: BUDGETARY ALLOCATIONS FOR THIRD FIVE YEAR PLAN IN GUJARAT

Item	Actual expenditure in the Second Plan (1956-61)		Allocations for the Third Plan (1961-66) (Rs. in million)
		(Rs. in million)	
Primary education	59.51	84.91
Secondary education	15.94	83.69
Higher education	11.30	16.47
Miscellaneous	11.81	9.47
TOTAL	..	98.56	144.54

Due importance has been given to the expansion of facilities for primary education in the Third Five Year Plan as was done during the First and Second Five Year Plans. Provision for expansion of facilities for secondary education, higher education as well as for other special educational institutions, physical education, cultural activities, etc., has also been made in the Third Five Year Plan. In the programme of education as contemplated in the Third Five Year Plan of the State, emphasis has been laid on the provision of facilities for free and compulsory education for children in the age-group 6-11, improvement of science education at the secondary and university stages and training of teachers of different categories.

The need for a systematic and proper development in the field of education has been duly felt. The process of planning continues keeping in view the targets to be achieved within the next 15 or 20 years. Accordingly it has been decided to formulate a perspective plan for a period of 15 years ending 1981 and to form schemes for the Fourth Plan which will lead to the desired results at the end of 15 years.

Some of the basic facts which have been taken into consideration while framing the proposals are:

- (1) To bring 100 per cent children belonging to the age-group 6-11 to schools by 1971.
- (2) To bring 100 per cent children belonging to the age-group 11-14 to schools by 1976.
- (3) To achieve the target of 100 per cent trained primary teachers.
- (4) To improve the service conditions of teachers particularly of those serving in non-government secondary schools.
- (5) To develop the activities of new universities opened during the Third Plan.
- (6) To expand special schemes for girls' education.

Over and above these activities, some schemes such as the construction of quarters for primary teachers, midday meals, free supply of books and slates to needy students, continuation education scheme for those students who cannot attend schools regularly, were also kept in view.

**EDUCATIONAL STATISTICS OF GUJARAT STATE
(1960-61)**

I—Number of Institutions

Item	Total	For girls
Universities 3 ..	3	..
Boards of education 1 ..	1	..
Research institutions 7 ..	7	..
Colleges for general education		
Degree standard 47 7	47	7
Colleges for professional and technical education		
Agriculture and forestry 2 ..	2	..
Commerce 8 ..	8	..
Engineering and technology 4 ..	4	..
Law 5 ..	5	..
Medicine 9 ..	9	..
Teacher training		
Basic 2 ..	2	..
Non-basic 6 ..	6	1
Others 1 ..	1	..
Colleges for special education 6 ..	6	1
Schools for general education		
High schools 1,099 101	1,099	101
Middle schools		
Basic 3,181 331	3,181	331
Non-basic 3,299 354	3,299	354
Primary schools*		
Basic 1,724 86	1,724	86
Non-basic 10,308 202	10,308	202
Pre-primary schools 358 ..	358	..
Schools for vocational and technical education		
Agriculture and forestry 12 ..	12	..

* Includes single-teacher schools

I—Number of Institutions—Contd.

Item		Total	For girls
Commerce	..	69	..
Engineering	..	1	..
Medicine	..	22	21
Teacher training			
Basic	..	64	19
Non-basic	..	14	4
Technology and industrial, arts and crafts	..	135	53
Others	..	11	..
Schools for special education			
For the handicapped	..	19	2
Social (adult) education	..	7,211	1,006
Others	..	49	4
TOTAL	..	27,677	2,192

II—Number of Students

Item		Total	Girls
A. By type of institutions			
Universities	..	2,161	323
Research institutions	..	241	49
Arts and science colleges	..	30,438	6,939
Professional and technical colleges	..	16,204	996
Special education colleges	..	1,309	578
High schools	..	3,64,853	92,358
B. Middle schools			
Basic	..	8,05,314	2,66,949
Non-basic	..	7,30,783	2,84,106

II—Number of Students—Contd.

Item	Total	Girls
Primary schools		
Basic	1,37,216	44,814
Non-basic	5,73,800	1,91,229
Pre-primary schools	25,947	11,566
Schools for vocational and technical education	33,989	7,541
Schools for special education	1,49,522	26,879
B. By stages/subjects		
General education (university standard)		
Research	148	12
M.A. and M.Sc.	2,629	557
B.A. and B.Sc. (Pass and Hons.)	8,342	2,438
Intermediate (arts and science)	20,334	4,284
Professional education (university standard)		
Agriculture and forestry	954	14
Commerce	6,868	91
Engineering and technology	3,540	24
Law	1,519	50
Medicine	2,460	481
Teacher training		
Basic	66	15
Non-basic	909	316
Other subjects	47	15
Special education (university standard)		
..	1,100	550
General education (school standard)		
High and higher secondary	2,66,688	63,539
Middle	5,01,240	1,48,704
Primary	18,20,569	6,59,438

II—Number of Students—Contd.

Item	Total	Girls
Pre-primary	49,416	19,341
Vocational education (school standard)		
Agriculture and forestry	680	..
Commerce	10,417	1,056
Engineering	4,492	..
Medicine	1,225	997
Teacher training		
Basic	8,019	2,177
Non-basic	667	380
Technology and industrial, arts and crafts	8,350	2,862
Other subjects	1,458	78
Special education (school standard)		
Social (adult) education	1,45,953	26,025
For the handicapped	723	151
Other subjects	2,964	732
TOTAL	28,71,777	9,34,327

III—Expenditure on Educational Institutions

Item	Total	For girls
	Rs.	Rs.
A. By sources		
Government funds		
Central	1,06,77,664	7,97,958
State	11,60,65,640	1,23,43,215
District board funds	49,20,462	9,56,823
Municipal board funds	76,39,544	21,16,743

III—Expenditure on Educational Institutions—Contd.

Item				Total	For girls
				Rs.	Rs.
Fees				3,75,37,752	33,35,616
Endowments, etc.				14,11,787	3,39,084
Other sources				1,13,82,362	16,01,684
B. By type of institutions					
Direct expenditure on					
Universities				1,09,97,477	..
Boards				5,49,451	..
Research institutions				9,63,642	..
Arts and science colleges				1,05,89,928	7,13,272
Colleges for professional and technical education				85,88,532	2,476
Colleges for special education				9,66,061	2,33,306
Post-basic schools .. .. .. ..				..	..
Higher secondary schools .. .. .. ..				..	..
High schools				3,53,14,614	46,90,125
Middle schools					
Basic				2,67,60,291	47,55,995
Non-basic				1,88,22,922	35,93,090
Primary schools					
Basic				57,20,078	7,54,922
Non-basic				2,29,81,169	13,93,660
Pre-primary schools				11,46,527	..
Vocational and technical schools				68,71,582	10,22,929
Special education schools				14,28,715	1,67,695
TOTAL (Direct)				15,17,00,989	1,73,27,470
Indirect expenditure on					
Direction and inspection				18,67,793	23,169
Buildings				1,30,25,999	9,83,764

III—Expenditure on Educational Institutions—Contd.

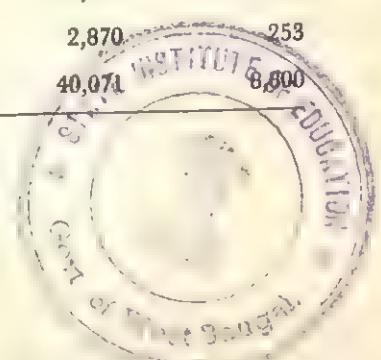
Item		Total	For girls	
			Rs.	
Scholarships	1,43,06,190	18,18,907
Hostels	14,86,083	1,70,260
Other miscellaneous items	72,48,157	5,67,553
TOTAL (Indirect)	3,79,34,222	35,63,653
GRAND TOTAL	18,96,35,211	2,08,91,123

IV—Number of Teachers

Item		Total	Women
Universities and colleges	2,876
Post-basic schools
High and higher secondary schools	14,208
Middle schools	39,542
Primary schools	19,265
Pre-primary schools	704
Vocational and technical schools	1,810
Special education schools	5,604

V—Examination Results

Item		Total	Girls
Students passing			
M.A. and M.Sc.	669
B.A. and B.Sc. (Pass and Hons.)	4,773
Professional (degree)	2,870
Matriculation and equivalent examinations	40,071



VI—Number of Institutions in Rural Areas

Item			Total	For girls
Universities and colleges	..	..	14	1
High and higher secondary schools	..	..	590	6
Middle schools	..	..	5,405	349
Primary and pre-primary schools	..	..	11,269	163
Vocational and special education schools	..	..	4,668	527
TOTAL	..	..	21,946	1,046

VII—Number of Pupils from Rural Areas

Item			Total	Girls
Universities and colleges	..	..	16,872	804
High and higher secondary schools	..	..	1,21,860	21,063
Middle schools	..	..	10,23,491	3,38,254
Primary and pre-primary schools	..	..	5,21,776	1,60,682
Vocational and special schools	..	..	1,32,941	19,634
TOTAL	..	..	18,16,948	5,40,437

VIII—Number of Students in Selected Classes

Item			Total	Girls
Number of students in classes				
I-V	..	..	20,30,384	7,23,607
VI-VIII	..	..	3,86,954	1,08,400
IX-XI	..	..	1,71,059	39,674

CHAPTER 9

Jammu and Kashmir

General

The State of Jammu and Kashmir, situated in the extreme north of India, covers an area of 86,023 square miles. According to the census of 1941, it had a population of four million people (77.11 per cent Muslims ; 20.13 per cent Hindus ; 1.64 per cent Sikhs ; and 1.01 per cent Buddhists). After the partition of India in 1947, part of the territory of the State, with a population of roughly a million people, was forcibly occupied by Pakistan. Population of the remaining area—three million in 1941—was, according to the figures of the census of 1961, 3.56 million.

Geographically, the State is divided into four natural regions. The first—Jammu province—consists of the plains and the Kandi area of low-lying hills not more than 1,500 feet above sea level. The second region is sub-mountainous and constitutes the area of outer hills that rise from 1,500 feet to 5,000 feet. It includes Kishtwar, Bhaderwah, Doda, Rajouri and Poonch. This area is flanked on the north by the Pir Panjal range which rises from 9,000 to 13,000 feet and separates the Kashmir Valley from the Jammu province. This physical barrier has now been overcome by the construction of the Jawahar Tunnel that is a-mile-and-a-half long and provides an all-weather link with the Valley. The population is scattered and the density does not exceed 100 per square mile. The third region is the heart of Kashmir—the Kashmir Valley. This is about 300 miles long and ten miles wide and lies in the lap of the Himalayas at an average height of about 5,000 feet. The density of population, according to 1941 figures, is 220 persons per square mile. The fourth region is reached after crossing the Zanskar range, the height of which varies from 17,000 to 22,000 feet. This table-land with an average height of 17,000 feet above sea level occupies roughly three-fourths of the total area of the State. The population is scanty—hardly four to five persons per square mile.

The climatic conditions vary from the arctic cold of Ladakh in the north to the extreme heat of the plains in the south. Jammu province has a tropical monsoon climate ; the Valley of Kashmir has a cold temperate climate ; and the plateau region suffers the same extremes of climate as Tibet.

The State is predominantly agricultural. The urban population is about 16.8 per cent and about 90 per cent of the villages have a population of 500 or less. Of the entire surface area of the State, one quarter is covered by forests, a little more than a quarter is under cultivation and the rest is rocky and barren.

The occupational distribution of the people in 1941 showed that 81 per cent of the people lived on agriculture, animal husbandry, horticulture and forestry ; 7.4 per cent on cottage industries and 2.9 per cent earned their living by engaging in trade and commerce. Industry is mainly domestic and of a subsidiary nature. The peasant supplements his income by silk-worm rearing, bee keeping, sheep rearing, basket making and by weaving woollen tweeds and blankets. The cottage industries such as the making of shawls, carpets and felts, wood carving, papier mache, metal work and wicker work provide means of livelihood to seven per cent of the population. A few small scale industries such as weaving of silk and woollens, training, etc., have sprung up ; but these do not play an important part in the economy of the State. The forest and the tourist industries are the major sources of the State's revenue.

Jammu is predominantly Hindu, Kashmir predominantly Muslim, and Ladakh predominantly Buddhist. Scheduled castes numbering about four lakhs live in Jammu province. Purdah is prevalent among the upper classes of Kashmir Muslims ; but with the spread of education, its grip on the minds of the people seems to be gradually weakening.

There are about two to three lakhs of nomads—mainly Gujars and Bakarwalls—who inhabit the sub-mountainous region of the State. In summer, they move with their herds to the upper reaches of the Kashmir Valley. With autumn, they pack up and come down.

The old social structure is cracking under the stress of agrarian reform. The abolition of absentee landlordism and the revised State Tenancy Acts have done much good to the tillers of the soil who form the bulk of the State's population. A new social relation-

ship between the erstwhile masters (zamindars) and their tenants is developing rapidly.

Development of Education before 1950

Kashmir has always been renowned for learning and art. Buddhism flourished from the third century B.C. to the A.D. sixth century, and it was from here that the Buddhist faith spread into Tibet, China and Central Asia. In the A.D. sixth or seventh century, the great Shaiva philosophy was expounded here by Vasugupta and other luminaries and held sway over Kashmir until the A.D. fourteenth century. It was in this era that Kashmir produced Kalhan, the great historian poet ; Patanjali, the grammarian ; Charak, the physician and other famous philosophers. Sanskrit manuscripts of this period written in Sharda script provide the authentic material of research. A number of centres of learning flourished during this period and the fame of some, such as Sharda and Harwan, spread far and wide and attracted scholars from outside India.

Muslim divines like Syeed Bilal Shah, popularly known as Bulbul Shah, and Shah Hamdan came from Persia in the A.D. fourteenth century and brought Islam with them. It was under the influence of Bulbul Shah that the then King Rinchan of Kashmir embraced Islam in A.D. 1324 and became the first Sultan. He founded an institution which later produced scholars like Gani and Mohsin Fani. Gani's name will be remembered with honour as long as Persian poetry is loved and honoured ; and Mohsin Fani is famous for his great book on religions known as *Dabistan-i-Mazahib*. The second Sultan continued the patronage of learning and letters. He founded the Jamia Masjid College which had a hostel and provision to teach philosophy, mathematics, logic and theology. Later, a university (Dar-ul-Alum) was established by Sultan Zain-ul-Abedin. The university was of a residential type and drew eminent scholars from Baghdad, Bokhara and Persia. It had a bureau whose task was to translate books from Sanskrit and Arabic into Persian. As a result of the contact of Hinduism with Islam, a new school of thought, known as Sufism, emerged. The teachings of the new cult were propagated by Muslim divines and saints like Sheikh Noor-ud-Din. They lived a life of self-abnegation and extreme

tolerance and the Sanskrit word Rishi was used frequently to denote the high spiritual position that they occupied.

In 1596, when Akbar conquered Kashmir, Sufism was still alive. Later, in Dara Shikoh's time, a university of Sufism was established under the leadership of Akhnud Mullah Shah Badakshani. It was here that the *Upanishads* and other scriptures were translated into Persian. The building of this university stands to this day on a spur of a mountain overlooking the Dal Lake, and is known by the name 'Pari Mahal'.

From the Moghuls, Kashmir passed to the Afghans ; but during the Afghan rule that lasted 66 years, education and learning suffered a setback. In 1819, Maharaja Ranjit Singh defeated the last Afghan Governor of Kashmir and annexed this State to his dominions. The Sikhs ruled over Kashmir from 1819 to 1846 when the British conquered it and made it over to Gulab Singh, a Dogra chief, who had earlier taken service under Maharaja Ranjit Singh.

Maharaja Gulab Singh spent his years mainly in consolidating his power. His son Ranbir Singh was, however, a great patron of oriental learning. He established a Sanskrit Pathashala at Jammu and entered the Punjab University as its first Fellow in 1882. The earliest available administration report for 1875 records that the State maintained 14 Madrassahs and Pathashalas and about 240 rural schools. The total number of scholars in all types of schools was 7,213 and the total expenditure on education Rs. 93,309. The courses of study in these institutions included Sanskrit with 759 students ; Persian and Arabic with 1,311 students ; English with 59 students ; and Dogri with 5,084 scholars. No exact information is available regarding the indigenous Maktabs and Pathashalas ; but there is little doubt that many such institutions operated in the precincts of temples, Viharas and mosques.

It was at the beginning of the present century under the third Maharaja Pratap Singh that the system of education in its present form was first introduced. The lead in Kashmir, as in the rest of India, was given by Christian missionaries. The first English school was started by the Church Missionary Society of England at Srinagar in 1880. The government followed suit and opened in 1890 a high school at Jammu, a middle school at Srinagar and eight primary schools. A separate department of education was organized in 1905.

The Theosophical Society also stepped in and Dr. Annie Besant helped to lay the foundation of the present S. P. College which was first started as a department of Hindu College at Banaras. Soon afterwards, another college known as the Prince of Wales College was founded in Jammu. Table 70 shows the extent of private and government enterprise in education.

TABLE 70: NUMBER OF PRIVATE AND GOVERNMENT SCHOOLS WITH ENROLMENT IN JAMMU AND KASHMIR

Year	Number of private schools	Enrolment	Number of government schools	Enrolment
1904-05	188	2,849	133	9,814
1914-15	333	8,475	360	27,311

Compulsory education (for boys only) was introduced in April 1931 for the first time in the cities of Srinagar and Jammu and was later extended to the town areas of Sopore and Baramulla in Kashmir province and Mirpore and Udhampur in Jammu province. The regulations provided for setting up attendance committees whose members were expected to popularize education among the masses by personal influence. The committees did not however function properly and the Act soon became defunct because of the inadequate machinery to enforce compulsion. The number of pupils in all types of schools (including 842 primary schools) had however risen to 76,416 or 10.6 per cent of the school-age population (6-14) by 1931.

Another landmark in the development of education in the State was reached when the government appointed an Education Reorganization Committee in 1938 under the chairmanship of Shri K. G. Saiyidain, then Director of Education. A 25-year plan was drawn up with the object of providing a system of universal free and compulsory education all over the State. Existing curricula and methods were examined. The committee recommended the reorganization of the five-year primary course into a seven-year course and also suggested that education should be imparted through the medium of a productive craft. The position with regard to different types of institutions and scholars studying in them in 1947 is shown in Table 71.

TABLE 71: NUMBER OF SCHOOLS AND PUPILS IN JAMMU AND KASHMIR (1947)

Item	Number of schools			Number of scholars		
	For boys	For girls	Total	Boys	Girls	Total
Primary schools	1,291	280	1,571	78,190	11,917	90,107
Middle schools	153	50	203	29,797	7,419	37,216
High schools	46	8	54	17,124	1,166	18,290
TOTAL	1,490	338	1,828	1,25,111	20,502	1,45,613

These figures relate to the undivided Kashmir and they indicate that about 18 per cent of the children of school-going age (6-14) were in attendance.

In 1950, the State Government set up another reorganization committee with Shri A. A. Kazmi, then Director of Education, as chairman. It recommended, *inter alia*, the elimination of the middle schools and the reorganization of the primary course into an independent unit of seven years' duration. The emphasis during this period moved from craft-centred basic education to activity-centred education.

Primary Education

The expansion of primary education has been very rapid after 1950. By the end of the Second Plan, the number of children in classes I-V was expected to be about two lakhs or 40 per cent of the total number of children in the age-group 6-11 and the number of primary schools to have more than doubled. But the State is still a long way from the introduction of compulsory primary education. There are several difficulties: the physical terrain of the country, the poor means of communication and the inaccessibility of the far-flung areas, the special needs of the mobile population, social prejudice against women's education and above all, the poverty of the masses. In view of these obstacles the target for enrolment in the Third Plan is only 60 per cent of the children in the age-group 6-11.

Primary education is almost entirely a State responsibility. There is little private enterprise. Even local bodies like

municipalities, town area committees or Panchayats do not maintain any schools of their own.

The minimum qualification prescribed for recruitment as a teacher is matriculation. For women candidates and those coming from backward areas, however, the condition may be relaxed in individual cases with the special sanction of the government. The duration of the training course for primary teachers is one year and the curriculum includes a craft in order to enable teachers to work in activity schools. Until 1947, there were only two training schools, one at Srinagar and the other at Jammu, with arrangements to train only 200 teachers. With the expansion of primary education, training facilities have been expanded. The total number of training schools at present is 10 (exclusive of the two training classes attached to high schools at Leh and Kargil) with a total output capacity of 650 a year. Two of the training schools—one at Jammu and the other at Srinagar—are meant exclusively for women.

The position of trained and untrained teachers in the primary schools, junior and senior, as in 1961 is shown in Table 72.

TABLE 72: NUMBER OF TRAINED AND UNTRAINED TEACHERS IN JAMMU AND KASHMIR (1961)

	Junior elementary (primary)			Senior elementary (central and middle)		
	Total	Trained	Percentage	Total	Trained	Percentage
Men teachers	3,654	1,856	50.8	2,139	1,169	54.7
Women teachers	750	528	70.4	273	199	72.9
TOTAL	4,404	2,384	54.1	2,412	1,368	56.7

It will be seen that about 40 to 45 per cent of the existing teachers are untrained. A large number of additional teachers is also needed to expand facilities for primary education. In order to cope with the work of training, not only the back-log of existing untrained teachers, but also the additional teachers to be recruited under the programmes of expansion, it is proposed to increase the intake capacity of the training schools in the State by 300 additional seats during the Third Plan.

Basic Education

The first phase in the development of basic education began in 1939 with the opening of a training school at Srinagar and two basic schools, one at Srinagar and the other at Jammu. The State Government also decided to convert 30 primary schools into the basic pattern every year. This policy continued until 1945 when there were two basic training schools and 152 basic schools functioning all over the State. Basic reorientation was also given to primary education by introducing craft activities in a number of other schools. But thereafter, the enthusiasm for basic education waned for some time until 1956 when the drive to reorganize education on basic lines was renewed. At present, 1,185 activity basic schools function in different parts of the State. The majority of schools provide for agriculture ; and in the other schools, crafts are selected according to the local needs and circumstances.

In order to supervise the progress of basic education in the State effectively, two basic supervisors have been appointed. Model basic schools have also been set up in each tehsil of the State. They are located at central places in order to give an opportunity to teachers working in the non-basic schools to study their working. Refresher and orientation training courses are conducted every year and teachers are acquainted with the new technique of basic activity education. The Education Department has also brought out a few guide books on basic education for the use of the primary school teachers.

Primary School Buildings

Before 1947, the Department initiated a policy of obtaining rent-free buildings for its primary schools. In fact a rent-free building was made a condition for opening a new school. This policy did not however help much. The houses obtained were often unsuitable ; and sometimes a cowshed was all that could be secured.

Early in 1950, a small beginning was made by putting up school houses with local initiative. Village school committees and tehsil boards were set up for the purpose and after a successful experiment at one or two places, a movement was launched throughout the State

to construct school houses with the help of the people of the locality. The villagers at many places showed great enthusiasm by donating land and by contributing in voluntary labour or in cash. The State Government subsidized voluntary effort by providing such building material as was not locally available and supplied free timber, wherever possible. As a result of this movement, hundreds of school buildings have sprung up in the State. The movement has conferred another benefit on the people; it has inculcated in them a sense of pride in the school. They no longer regard it as belonging to the government, they feel that it belongs to them and, in a very real sense, is their own. The movement has gone a long way to create an educational consciousness among the rural and backward areas of the State.

The government has spent about Rs. 40 lakhs during the Second Plan in raising school buildings with the help of the local people. The assistance received from the Central Government for this purpose has been of great value. The State Department of Education has also constructed model school houses in one or two villages in every tehsil at a cost of Rs. 1,500 to Rs. 2,500.

Secondary Education

Before 1947, high schools were opened mostly in the urban areas. Even some important towns and tehsil headquarters were without any high school. After 1947, the policy has been to open as many high schools in the rural areas as possible. At present, there is hardly a big village that does not have a high school for boys. There were only four high schools for girls before 1947. Every one of the tehsil headquarters has a girls' high school now. The advance in secondary education has been more rapid than in any other field of education. The number of high schools, which was only 54 in 1946-47, has risen to 250 (including 24 higher secondary schools) at present. Table 73 shows the progress of secondary education since independence.

The higher secondary scheme was introduced in 1948 and the State is committed to the eventual conversion of all high schools into the higher secondary pattern. Twenty-four high schools have already been converted during the Second Plan; 50 more are proposed to be so converted during the Third Plan. A faster pace

TABLE 73: PROGRESS OF SECONDARY EDUCATION IN JAMMU AND KASHMIR (1947 AND 1960-61)

Year		Number of high/higher secondary schools		Total number of high/higher secondary schools	Number of students on rolls		Total enrolment
		Government	Aided		Government	Aided	
1947	Boys	23	23	54	9,699	926	17,124
	Girls	4	4		6,259	240	
1960-61	Boys	190	14	250	59,629	11,435	91,237
	Girls	38	8		15,061	5,112	

of conversion is not possible because of several handicaps, such as lack of trained personnel and lack of funds to provide accommodation for classes, farms, workshops and laboratories. Every higher secondary school offers at least three electives of which two are the humanities and science ; the third elective is agriculture or commerce or the technical group of studies. There is only one girls' higher secondary school with home science as the third elective.

There are two post-graduate training colleges for teachers, one at Srinagar and the other at Jammu, in addition to a private college at Srinagar which has a training department attached to it. Their total capacity is to train 250 teachers every year. The two colleges maintained by the government offer facilities mainly for the in-service training of teachers.

University Education

The beginning of college education dates back to 1906 when the first college was set up at Srinagar as a result of the theosophist enterprise. It was taken over by the government in 1912-13 and affiliated to the Punjab University at Lahore. Soon after, another college, known as the Prince of Wales College, was opened at Jammu. In 1948, the State had four government and four private colleges, of which one (at Jammu) was for women and one (at Srinagar) for oriental studies. The total enrolment in these institutes stood at 3,029.

In 1953, education was made free from the primary to the post-graduate stage. In consequence, the number of private and govern-

ment colleges rose to 15 (12 government and three private) and the enrolment shot up to 7,779. In addition there are nine private colleges of oriental studies where scholars are prepared for degrees in classical and modern Indian languages. Against Rs. 6 lakhs spent on collegiate education in 1953, the expenditure in 1960-61 was Rs. 35 lakhs.

Until 1947, all high schools and colleges in the State were affiliated to the Punjab University at Lahore. After partition, the University of Lahore was included in Pakistan and it became necessary for the State to have a university of its own. The University of Jammu and Kashmir came into being in November 1948. Until 1956, the sphere of its activities was restricted to the conduct of various examinations and to laying down regulations and syllabuses for different courses. In 1956, however, the university took over post-graduate teaching from the affiliated colleges and started post-graduate departments of English, economics and geology. In 1958, post-graduate teaching was started in three new subjects, namely, Hindi, Urdu and mathematics. Six more departments, namely, physics, chemistry, botany and zoology, education and commerce are proposed to be opened in the Third Five Year Plan.

Technical and Professional Education

Technical and vocational education in Jammu and Kashmir had its remote origins in the apprenticeship system which has persisted to this day. The first school of crafts was opened in 1876, and was intended only for destitute children and orphans. A technical school known as Shri Amarsingh Technical Institute was started in 1912 at Srinagar, followed by another in Jammu known as Sri Pratap Technical Institute. Before 1947, six more schools had been started in six important towns of the State, namely, Kishtwar, Bhaderwah, Samba, Mirpur, Baramulla and Anantnag. These schools were primarily intended to promote the development of arts, crafts and cottage industries. The Education Reorganization Committee (1938) found that these schools were not popular and that they were not playing the expected role in the development of arts and crafts. In pursuance of the recommendations of the committee, the control of technical schools was transferred from the Industries Department to the Department of Education in 1940. It was then proposed to

reorganize these institutions into efficient secondary vocational schools. Unfortunately nothing could be achieved owing to the outbreak of the Second World War.

The schools continued to languish till 1947 when most of them were disrupted by the raids that followed. Immediately after 1947, the six mofussil schools were closed down and their equipment and teachers were accommodated in the local high schools. In 1950, the two institutions at Jammu and Srinagar were also amalgamated with two high schools which were converted into multipurpose high schools.

A planned and serious attempt to introduce technical education in the State is thus of very recent origin. A polytechnic was established in 1958 in Srinagar, with courses in electrical, mechanical and civil engineering. Another polytechnic on the same pattern has recently been opened at Jammu. Government has also started two industrial training institutes, one at Srinagar and the other at Jammu, with a total intake capacity of 164 trainees for a number of engineering and non-engineering trades. The duration of the training in these two institutes is from six to nine months. On successful completion of their training, the candidates are awarded certificates under the craftsmen training scheme sanctioned by the Central Ministry of Labour and Employment. The expenditure on these two institutes is shared by the State and the Centre in the ratio of 40:60.

To produce technologists at the higher level, a regional engineering college was started at Srinagar in 1959. The college is managed by an autonomous board of governors drawn from the Centre and the State and is affiliated to the Jammu and Kashmir University. Government has also opened a medical college at Srinagar with a capacity to train 90 doctors every year. The first batch of graduates in medicine is likely to pass in 1965. Two agricultural colleges—one at Sopore (Kashmir) and the other at Ranbir singhpura (Jammu) were also started during 1960-61.

Social Education

The Department of Education organized its first literacy drive some 25 years ago. The outbreak of Second World War however abruptly suspended the programme that had as yet made little

headway. It was resumed in 1950-51. By this time, however, the concept of social education had undergone an important change. The exclusive emphasis on literacy had been abandoned and the term 'social education' was given a wider connotation to include, in addition to literacy, citizenship training, elementary knowledge of health and hygiene, information about better methods of farming, cooperation, and organization of healthy recreational programmes. By the end of 1951, 120 community centres were functioning in the State. Unfortunately this scheme too was suddenly abandoned in 1951-52.

The inauguration of the community development programmes has revived social education programmes once again. The Ministry of Community Development has appointed social education officers at block level, who are charged with opening social education centres in Panchayat houses. These centres, planned to serve as community centres, are equipped with radio sets and suitable literature for the neo-literates. It is likely that the control and administration of these centres may be transferred to the Education Department in the near future.

Girls' Education

The progress of girls' education is uneven. There continues to be considerable disparity between the enrolment of boys and girls. At the primary stage, for instance, there is only one girl at school to every four boys ; at the secondary stage there is only one girl to every three boys. However, progress during the last 12 years has been rapid and the enrolment of girls has risen from 12,083 in 1947-48 to 73,974 in 1961 in all girls' schools. The progress in secondary education has been even faster. This will enable the State to recruit women teachers for appointment in rural areas.

Because of the enormous leeway to be made up in girls' education, the government proposes to organize special enrolment drive for girls and to intensify its programmes of social education among rural women during the Third Five Year Plan.

Teaching of Science

General science is a compulsory subject of study from class III to class X of all higher secondary schools. A science consultant is

attached to the Education Directorate to supervise the teaching of science in all the institutions at school level.

An increasing number of students is opting for science at the secondary and college levels. The teaching of science has been provided for in 115 high and 24 higher secondary schools. At the college level, the number of students who have offered science is 3,895 as against 3,514 in the humanities. The university has already provided for post-graduate teaching in geology and proposes to provide similar facilities in physics, chemistry, zoology and botany very shortly.

Scholarships

All tuition fees in schools and colleges were abolished in 1953. In addition, about 2,000 scholarships are provided, costing about Rs. 1 to 1.5 lakhs a year. Special scholarships of Rs. 50 per mensem each are provided for students coming from the frontier districts of Kargil and Ladakh to Srinagar for higher education. Liberal loan scholarships and study leave allowances are granted to students prosecuting technical, medical or scientific education in different parts of the country and abroad.

Physical Education

The Directorate of Education has a special section for physical education under the charge of an assistant director. He is assisted by a sports assistant and a scout organizer. Provision has been made for appointing physical instructors in all colleges and some high schools. The provincial and district officers have itinerant physical instructors attached to their offices.

The physical education unit organizes physical displays, athletic meets and tournaments at the district and zonal levels. It also organizes youth camps and youth rallies. Youth hostels have been provided at Jammu, Srinagar and certain other places. Scouting has been revived and a special officer has been put in charge. Facilities for medical inspection are provided on a limited scale. The colleges at Jammu and Srinagar have two medical officers to look after the health of both resident and non-resident students.

A sports council has been formed at the state level with the

Prime Minister as chairman. A stadium has been constructed at Srinagar and another is under construction at Jammu.

NCC and ACC

The NCC was first organized in the State in 1954 when a senior division army wing and one sub-troop of senior sub-division for girls was started in Jammu and a similar unit formed in Srinagar. Within five years, this organization has expanded into two battalions and includes five companies of senior defence army wing, two sub-troops of senior division (girls' wing), 22 companies of junior division (boys' wing), ten sub-troops of junior division (girls' wing) and 38 sections of Auxiliary Cadet Corps. Besides, 15 companies of NCC rifles have been raised; an air wing for 50 senior cadets has also been started.

The overall strength of a sub-troop is 45, of a troop of junior division (boys) 180, of a junior division (girls) 45, and of an ACC section 60. The strength of the NCC rifles is 200 cadets.

Teaching of Hindi and Sanskrit

Facilities to further teaching of Hindi and Sanskrit are provided in schools and colleges. These can be taken up as elective subjects from class VI onwards. Post-graduate arrangements for teaching Hindi have also been made by the university which conducts three special examinations in Hindi, namely, Ratna/Prajna, Bhushan/Visharad and Prabhakar/Shastri.

The medium of instruction up to class VIII is simple Urdu with option to use books written in the Persian or Devanagari script.

Education of the Handicapped

The Ramakrishna Mission is running a school for the deaf, the dumb and the blind at Srinagar which is known as Abhidanand Home. A school for blind children is also being run by a private organization at Jammu.

Audio-visual Education

An audio-visual unit was first set up in the Department in 1957. To start with, it functioned in Kashmir Valley in summer and in

the Jammu province in winter. Audio-visual education was introduced in that year in teacher training colleges also.

In 1959, a separate audio-visual unit was set up for Jammu province. There are thus two audio-visual units in the State now and each has a well-equipped mobile van. They visit schools, give demonstrations and prepare audio-visual aids on different school subjects.

Steps are being taken to provide radio sets to as many high schools as possible. This will enable the students to listen to educational broadcasts.

Research and Publication Department

In 1949, the research section of the archaeology department and a textbook section set up for the nationalization of textbooks up to the middle standard were added to the Education Department. During the last 11 years, the Department has been able to produce 98 textbooks in 15 subjects. It also handles the distribution of over six lakh books every year.

The Department has brought out more than six dozen works on Kashmir Shaivism, history and Persian literature. About a dozen books on history, literature and music are expected to be out shortly. The Department has secured more than 3,000 Sanskrit and Persian manuscripts, over 200 micro-films of very valuable manuscripts, and about 500 paintings or illustrations, mostly done in the State. A descriptive catalogue of manuscripts and art pieces will be brought out soon. Mention should also be made of the *Kashmir Research Bi-annual* started recently.

Administration

The State is divided into 30 tehsils. Each tehsil has one education officer in charge of primary and middle schools. On an average, there are about 85 primary, central and middle schools under each tehsil officer.

All the headmasters of high schools and the tehsil education officers in a district are equal in status and they are placed under the administrative control of a district inspector. There are nine district inspectors, five in Jammu and four in Kashmir. The district inspectors, together with the principals of higher secondary schools

(who are equal to the district inspectors in status) in each province are responsible to the deputy director of the province. There are two deputy directors, one for Jammu and the other for Kashmir. For women's education, there is one deputy directress for the whole State. Under her, there are three zonal inspectresses in Kashmir and three in Jammu. The status of a zonal inspectress is equal to that of a headmistress of a high school.

The two provincial deputy directors and the deputy directress (women's education) together with the principals of all the degree colleges are under the administrative control of the Director of Education. The Director of Education is responsible to the education secretariat and is assisted by one deputy director of education at the centre, a special officer in charge of statistics, an assistant director for physical education and a science consultant.

Finance

The budget allotment for general education for 1959-60 was Rs. 1,68,70,000. The total revenues of the State for the same year

TABLE 74: BUDGETARY ALLOCATIONS FOR GENERAL EDUCATION IN JAMMU AND KASHMIR (1959-60)

Item		Normal	Plan	Total allocation	Percentage of expenditure
Primary education ..	..	23,28,000	17,93,000	41,21,000	24.4
Secondary education ..	..	55,25,000	14,95,000	70,20,000	41.6
College and university education ..	..	15,48,000	5,40,000	20,88,000	12.3
Administration ..	..	5,21,000	2,27,000	7,48,000	4.4
Library ..	..	24,000	30,000	54,000	0.3
Buildings for schools and colleges ..	..		13,25,000	13,25,000	7.8
Scholarships ..	..		1,30,000	1,30,000	0.7
Grant-in-aid ..	..	5,96,000	..	5,96,000	3.5
Miscellaneous ..	..	2,93,000	68,000	3,61,000	2.5
Physical education and NCC ..	..	1,08,000	3,19,000	4,27,000	2.5
TOTAL ..	..	1,09,43,000	59,27,000	1,68,70,000	100.0

amounted to Rs. 13 crores. General education therefore accounted for 13 per cent of the total budget of the State. Table 74 shows the break-up of the sums earmarked for education under different heads during 1959-60.

Besides the normal allocation for education every year, the State Government proposes to spend about Rs. 3.75 crores on the development of education during the Third Plan. The proposed distribution on different branches of education will be as under:

	Rs. (crores)		
Elementary education	2.07
Secondary education	0.93
University and college education		..	0.43
Admission and other heads	0.32
TOTAL	3.75

EDUCATIONAL STATISTICS OF JAMMU AND KASHMIR

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities ..	1	..	1	..
Colleges for general education				
Degree standard ..	7	2	8	2
Intermediate standard ..	5	..	4	..
Colleges for professional and technical education				
Commerce ..	1	..	1	..
Medicine ..	..	..	1	..
Teacher training ..	2	..	2	..
Colleges for special education ..	9	5	10	6
Schools for general education				
Higher secondary schools ..	..	..	24	1
High schools ..	113	26	226	45
Middle schools ..	255	43	533	72
Primary schools ..	1,882	270	2,859	545
Schools for vocational and technical education				
Teacher training				
Basic ..	..	..	10	2
Non-basic ..	7	..	..	..
For the handicapped ..	..	..	1	..
TOTAL ..	2,282	346	3,680	673

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	174	58

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Arts and science colleges ..	5,045	689	8,005	1,687
Professional and technical colleges ..	887	157	563	151
Special education colleges ..	816	668	1,928	1,280
Higher secondary schools ..	..	..	10,873	1,020
High schools ..	46,193	11,224	80,364	19,659
Middle schools ..	42,320	7,195	65,245	13,187
Primary schools ..	86,769	12,510	1,47,994	36,738
Schools for vocational and technical education ..	265	70	613	194
Schools for special education ..	..	..	15	..

B. By stages/subjects

General education (university standard)					
M.A. and M.Sc. ..	72	12	174	58	
B.A. and B.Sc. (Pass and Hons.) ..	1,233	192	1,703	422	
Intermediate (arts and science) ..	3,700	485	6,287	1,261	
Professional education (university standard)					
Commerce ..	32	..	157	..	
Medicine ..	..	..	182	51	
Teacher training ..	157	34	239	104	
Special education ..	364	216	324	184	
General education (school standard)					
High and higher secondary ..	12,707	1,856	22,445	5,583	
Middle ..	33,502	5,209	59,427	11,643	
Primary ..	1,26,317	24,022	2,09,796	44,988	
Pre-primary ..	2,724	..	14,051	9,268	

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Teacher training				
Basic .. .. ..	..	..	620	176
Non-basic	1,255	263	18	18
Technology and industrial ..	8	..	..	..
Special education (school standard)				
For the handicapped .. .. ..	..	..	15	..
Other subjects	224	224	336	218
TOTAL	1,82,295	32,513	3,15,774	73,974

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central	35,300	11,366	96,594	12,122
State	86,75,297	33,84,907	1,89,51,350	32,98,849
Fees	3,83,438	12,962	9,63,605	34,233
Other sources	4,96,220	2,39,633	4,30,374	1,30,652
B. By type of institutions				
Direct expenditure on				
Universities	3,60,187	..	8,63,341	..
Arts and science colleges ..	11,07,545	1,59,688	16,37,934	2,28,274
Colleges for professional and technical education ..	1,79,699	..	7,58,577	..
Colleges for special education	95,593	42,443	2,56,247	1,57,376

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
High and higher secondary schools	20,98,266	4,41,603	63,52,560	13,15,914
Middle schools	17,03,065	3,13,785	31,54,239	4,85,040
Primary schools	19,51,544	2,71,933	38,00,286	6,16,120
Vocational and technical schools ..	1,50,000	..	6,88,621	1,30,232
Special education schools .. ..	..	..	5,792	..
TOTAL (Direct) ..	76,45,899	12,29,452	1,75,17,597	29,32,956
Indirect expenditure on				
Direction and inspection	2,90,640	53,900	8,62,618	1,12,757
Buildings	12,48,110	2,42,025	9,70,600	3,00,600
Scholarships	1,75,241	69,701	3,46,405	55,519
Hostels	2,375	..	63,516	7,990
Other miscellaneous items	2,27,990	53,790	6,81,187	66,034
TOTAL (Indirect) ..	19,44,356	4,19,416	29,24,326	5,42,900
GRAND TOTAL ..	95,90,255	16,48,868	2,04,41,923	34,75,856

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	364	49	560	109
High and higher secondary schools ..	2,242	408	3,514	754
Middle schools	1,505	256	2,412	273
Primary schools	2,191	309	4,404	750
Vocational and technical schools ..	79	3	86	21
Special schools .. ..	..	..	4	..

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	22	2	94	27
B.A. and B.Sc. (Pass and Hons.)	462	87	638	144
Professional (degree) ..	152	31	266	103
Matriculation and equivalent examinations ..	2,889	524	4,720	1,041

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	..	..	2	..
High and higher secondary schools	60	12	133	15
Middle schools ..	184	21	438	49
Primary and pre-primary schools	1,678	225	2,204	418
Vocational and special schools ..	..	..	4	..
TOTAL	1,922	258	2,781	482

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	1,665	31	2,057	137
High and higher secondary schools	21,076	4,107	48,450	5,490
Middle schools ..	27,132	2,198	47,150	7,150
Primary and pre-primary schools	61,978	7,588	1,32,160	22,510
Vocational and special schools ..	163	27	324	50
TOTAL	1,12,014	13,951	2,30,141	35,337

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	1,26,317	24,022	2,09,796	44,988
VI-VIII	33,502	5,209	59,427	11,643
IX-XI	14,565	2,115	22,445	5,583

IX—Some Selected Averages and Percentages

Item			1955-56	1960-61
Cost per capita on education (in rupees)	.. ..	..	2.1	5.7
Cost per pupil (in rupees)				
High and higher secondary schools	.. ..	..	96.5	69.6
Middle schools	.. ..	..	40.2	48.3
Primary schools	.. ..	..	22.5	25.7
Number of pupils per teacher in				
High and higher secondary schools	.. ..	..	21	26
Middle schools	.. ..	..	28	27
Primary schools	.. ..	..	40	34
Percentage of trained teachers in				
High and higher secondary schools	.. ..	..	57.7	67.4
Middle schools	.. ..	..	49.8	51.7
Primary schools	.. ..	..	49.2	54.1

CHAPTER 10

Kerala

General

The present State of Kerala came into existence on 1 November 1956. It comprises the erstwhile princely states of Travancore and Cochin (excluding a small area transferred to Madras) and the Malabar district and the Kasargod taluk of Madras State. It covers a total area of 15,003 square miles and is divided into nine districts with 55 taluks.

The three natural divisions of the State are the highland, the midland and the lowland. The highland is the region of the Western Ghats. It gets about 200 inches of rain and is covered by forests which abound in a large variety of flora and fauna. The forests are rich in teak, rose wood, black wood and sandal wood, besides many varieties of soft wood. The fauna includes elephant, bison, tiger, leopard, bear, etc. High grade tea and cardamom are grown in the higher altitudes while, in the lower areas, cash crops like pepper, rubber, ginger, etc., are cultivated. The midlands occupy a position between the coastal region and the highlands and grow paddy, sugar-cane and other similar crops. The coastal region has vast stretches of coconut groves and deposits of minerals like monosite, limenite and zircon. The continuous line of backwaters, connected by a system of canals, adds to the beauty of the land.

The total population of the State was 16.904 million in 1961 and is expected to rise to 19.14 million in 1965-66. The density of population is 1,125 per square mile (as against the all-India figure of 384 per square mile) and is the highest among the states. Nearly 85 per cent of the population lives in the rural areas.

The State is predominantly agricultural. Cottage industries are fairly well developed ; but the number of large factories is very small. A small number of people live on the fishing and coir industries. Though the State is economically backward and the people poor, Kerala is educationally the most progressive State in India.

Malayalam is the main language of the State and is the mother tongue of nearly 95 per cent of the people.

Development of Education before 1947

The history of education in the State is practically the history of education in the erstwhile states of Travancore and Cochin.

Travancore : In ancient and medieval Travancore, the main agencies of education were the Sanskrit Pathashalas and the Arabic Madrassahs, some of which have survived to this day. Modern education may be said to have started in 1817 with the declaration of Rani Parvathi Bai which gave support to indigenous schools. In 1834, an English school was opened at Trivandrum and a little later a few district schools were also started as feeders to it. This was the beginning of the State system of English education. However, the missionaries had started English schools even earlier. A proclamation of the Maharaja of Travancore issued in 1844 gave preference to persons with English education in the matter of recruitment to public service and consequently, modern education in English began to spread very rapidly.

The next important period in the history of education in the State was the stewardship of Sir T. Madhav Rao who was the Dewan of the State from 1858 to 1872. The main achievements of this period were the creation of the Vernacular Education Department, the starting of an arts college, the establishment of scores of vernacular and English schools, the opening of girls' schools and the formation of a textbook committee for the preparation of textbooks. The lead thus given was maintained throughout and Travancore soon became the most advanced State in India in education.

The Statham Committee of 1933 recommended against the immediate introduction of compulsory primary education because of its prohibitive cost. But the Papworth Committee reconsidered the matter and recommended in 1945 that universal compulsory education should be introduced in the State, area by area. When Sir C. P. Ramaswamy Iyer became the Dewan of the State, he evolved a scheme for nationalizing primary education with the principal object of bringing all primary education under the direct control of the State. The scheme was introduced in some taluks of

the State, but it failed to make much headway on account of the stiff opposition put up by the private managements.

Cochin : The origin of modern education in Cochin may be traced to the administration of Colonel Munro. In 1818, in accordance with a proclamation issued at his instance, government established 33 vernacular schools which were the first State schools in Cochin. In the same year, the first mission school was opened by Rev. J. Dawson. Two years later, English schools were opened at Trichur and Trippunithura. Still another school was started in 1845 at Ernakulam. In 1868, candidates were first presented for the matriculation examination of the Madras University. In 1892, the vernacular and English departments were amalgamated and placed under a superintendent. Finally in 1898, high schools, both private and government, were brought under the direct control of the Dewan of the State. As in Travancore, education made rapid progress in Cochin which very soon became one of the most advanced states in India in education.

Malabar : A word about the history of education in Malabar. The Basen Mission has done great service to the cause of education in this area. Dr. Gundert, who compiled the first Malayalam dictionary, was a pioneer in this mission. Primary education in Malabar has been under the local bodies in keeping with the Madras pattern as against Cochin and Travancore where it was directly under the State. As compared to Travancore and Cochin, education in this area developed rather slowly.

Primary Education

Even in 1947, Kerala was far ahead of the other states in literacy. But the progress in primary education after the attainment of independence has been phenomenal as shown in Table 75.

The percentage of children receiving primary education is 13.5 of the total population in Kerala as against 7.8 in India as a whole. The difference between the urban and the rural areas at this stage has almost disappeared. The percentage of enrolment in the urban areas is 15.4 and that in the rural areas 14.6. The teacher-pupil ratio in 1948 was about 1:50; it has since improved to about 1:39. The cost of primary education per pupil is about Rs. 30.60 per annum.

TABLE 75: PROGRESS OF PRIMARY EDUCATION IN KERALA

Item			1948 ¹	1959	1961
Number of schools	..	..	3,829	6,786	6,992
Number of pupils	..	..	9,89,615	17,61,379	18,04,272
Number of teachers	..	..	18,662	43,344	46,609
Budgetary allocation (in rupees)	..	..	55,74,237	3,55,99,321	N.A.

The duration of elementary education was reduced from eight to seven years on the introduction of the 11-year pattern (seven years of elementary education followed by four years of secondary education) in 1959 ; but the eleventh standard has not been started as yet. At the lower primary stages, the revised curriculum includes a study of the regional language, arithmetic, general knowledge, physical education and a simple useful craft selected according to local conditions. The curriculum is calculated to orientate the primary schools to the basic pattern. The syllabus at the upper primary stage includes the regional language, English, Hindi, mathematics, general science, social studies, physical education and a craft. Hindi is introduced in class VI as a compulsory language and English in class V.

Textbooks were completely nationalized even in the erstwhile states of Travancore and Cochin, and the same policy has been continued in the new State.

The scheme of free midday meals for all children was first started at the lower primary stage in Cochin State. It was introduced in Travancore State in 1946 but was confined to the compulsory areas only.

In 1960-61, the State Government waived the condition of 20 per cent public contribution. As a result, tangible progress was made in the implementation of the scheme. The State Government provided a sum of Rs. 19.40 lakhs in the budget for this purpose.

Teachers are recruited by the Public Service Commission for government schools and by their managements in private schools. The minimum qualifications for a primary school teacher is a pass in the SSLC and TTC examinations. No distinction is made between

¹ Malabar figures excluded.

men and women in the matter of recruitment and there is a good number of women teachers in primary schools. During 1960-61, there were 20,027 women as against 26,582 men teachers in the State.

Attempts have been made at improving the salary scales and other conditions of service of teachers. In 1957, a common scale of pay, *viz.*, Rs. 40-3-55-4-75-EB-5-120 was introduced for all primary teachers—whether government or private—and it compares favourably with the scales given to employees of equivalent qualifications in the other government departments. Private school teachers have also been given security of tenure under the private secondary school scheme introduced in 1950. The Kerala Education Act has gone further in improving the service conditions of private school teachers.

The Travancore Compulsory Education Act was promulgated in 1945 and the scheme was extended stage by stage till 11 taluks were covered by 1951-52. In Malabar, compulsory primary education was introduced in Tellicherry and Kozhikode municipalities in the year 1922 under the Madras Elementary Education Act of 1920 and was gradually extended to Fort Cochin and Palghat municipalities. Primary education is already free and the introduction of compulsory primary education for the age-group 6-11 in the State as a whole is the main programme proposed for the Third Plan. It may be stated that, while the all-India target of enrolment of children in the age-group 6-11 during the Third Plan is only 80 per cent, the percentage of children of this age-group who are in schools is already 85 in Kerala.

Basic Education

Basic education was first introduced in the State in private schools in 1946. Government accepted the basic system in 1958. As recommended by the Training Schools Reorganization Committee, a common curriculum on the basic pattern was formulated and introduced in training schools. There is also a post-graduate college for basic training at Trichur with an annual intake of 40 trainees. The number of pupils in basic schools however is still but a small proportion of the total school enrolment. Table 76 shows that the progress of basic education has been very slow and the figures regarding the number of pupils under instruction in basic schools indicate this.

TABLE 76: PROGRESS OF BASIC EDUCATION IN KERALA (1960-61)

Item	Government schools		Private aided schools		Total	
	For boys	For girls	For boys	For girls	For boys	For girls
Junior basic	..	57,738	688	39,350	..	97,088
Senior basic	..	15,272	..	20,059	..	35,331
Post-basic	213	..	213
Basic training scheme	..	2,545	262	2,137	757	4,682
						1,019

Secondary Education

Table 77 shows the progress of secondary education in the post-independence period.

TABLE 77: PROGRESS OF SECONDARY EDUCATION IN KERALA (1948 AND 1961)

Item	1948 ^a	1961
Number of schools	..	334
Number of pupils	..	1,33,149
Number of teachers	..	6,236
Budgetary allotments	..	Rs. 1,45,35,834
		Rs. 4,00,09,394

Facilities for the training of secondary teachers were expanded considerably during the period under review. There were only two secondary training colleges in the State before independence. With the growing demand for trained teachers, several new colleges have since been started and more than 2,000 teachers are now trained annually. Extension services centres have been opened in the training colleges at Trivandrum, Trichur and Calicut. The activities of these departments include the organization of in-service training programmes, improvement of science teaching, studies in curriculum planning, encouragement of experimentation in secondary schools, examination reforms and problems relating to

^aMalabar figures excluded.

higher secondary and multipurpose schools. These activities have already made considerable impact on secondary education in the State.

Pay scales and conditions of service of secondary teachers have also been improved. Table 78 gives a comparative picture of the scales of pay of teachers, headmasters, assistant secretaries and lecturers before and after independence.

TABLE 78: PAY SCALES OF SECONDARY TEACHERS IN KERALA
(1947 AND 1961)

Item	1947		1961
		Rs.	Rs.
Headmaster		275-325	250-400
Assistant secretary	..	275-326	475-700
Second grade teacher	..	125-175	80-165/150-250
Lecturer	..	125-175	250-500

Teachers in private schools are paid by the government directly and are given the same scales of pay as those in government schools.

In pursuance of the recommendations of the Secondary Education Commission, attempts have been made to diversify education at the secondary stage. Accordingly, one of the main reforms introduced in the field of secondary education has been the establishment of multipurpose schools. Out of the 112 schools converted to the higher secondary pattern, 61 are multipurpose. They offer a diversity of educational programmes calculated to meet varying aptitudes and interests of students. Nineteen of the multipurpose schools have courses in agriculture, five in home science, four in fine arts, 12 in commerce and 21 in technology. The courses of study in these schools aim at giving the practical bias to education rather than developing any specific vocational competencies.

The diversification of education imposes on schools the additional responsibility of giving proper guidance to pupils in the choice of courses and careers. This aspect of the matter has also been given some attention. Government has established a bureau of educational research and attached it to the office of the Director of

Public Instruction. The bureau has a guidance wing which is formulating plans of training guidance officers. It is proposed that trained guidance officers and career masters should be made available to all educational institutions as early as possible.

The problem of producing good textbooks for secondary schools has received the earnest attention of the State. In the past, only language textbooks were prepared by the textbook committees ; but recently, textbooks in other subjects have also been nationalized. Books for supplementary reading are selected from those presented by private publishers by a special committee appointed for the purpose.

Attempts are being made to reduce the domination of examinations. Formerly there were two external examinations, one at the end of the middle school stage and the other at the end of the high school stage. The external examination at the end of the middle school stage has now been abolished.

The elective system has been tried at the secondary stage and found wanting. It was discovered that students of class IX knew very little of the subjects from among which they were required to choose their electives and that it was very taxing for them to take the final examination in three electives, three languages and three compulsory subjects. It was therefore decided in 1958 to give up the elective system, except in the case of practical subjects having vocational significance. A new curriculum has since been formulated for secondary schools. It provides for the elective system only in practical subjects with vocational significance and is designed to offer a rich and varied fare of learning experiences to the pupils.

A good curriculum alone cannot go far in improving the quality of education. An adequate supply of equipment is equally essential. In the last year of the First Plan, a number of high schools were equipped for improving the teaching of core subjects, particularly science. The scheme was in operation in the Second Plan and is also proposed to be continued in the Third. The average cost of equipping a school in the Third Plan has been estimated at Rs. 7,500, the subsidy to the private schools being calculated at 50 per cent. A total of 560 schools (160 government and 400 private) are proposed to be equipped under this scheme in the Third Plan.

A word about art education in the State. The Department of Education has taken particular care to see that education in fine arts is given due attention. There are three music academies in the State at Trivandrum, Palghat and Trippunithura, imparting instruction in both vocal and instrumental music. The Music Akademy at Trivandrum has a dance wing also. There is a school of dancing at Trippunithura. Kerala Kalamandalam gives instruction in Kathakali, Ottanthullal and Mohiniattam. There is a painting school at Mavelikkara named after the famous painter, Ravi Varma. The training given by these institutions is of a very high order.

University Education

In Travancore, all colleges were under the control of the University of Travancore. In Cochin, the Maharaja's College, Ernakulam and Government College, Chittur, were directly under the control of the government. In 1956, these were placed under the control of the Education Department. The academic control of government colleges was vested in the Travancore University, while the other colleges continued to be affiliated to the Madras University.

The University of Travancore became the Kerala University in September 1957 by an Act passed by the State legislature. Under this Act, all the colleges which till then had been managed by the university, were transferred to the government, and only three departments of study and research remained with the university. It is proposed to establish two more university centres in the Third Plan, one at Ernakulam and the other at Calicut.

On the eve of independence, Travancore had six government colleges and four private colleges; Cochin had three government colleges and two private colleges; Malabar had three government science colleges and two private colleges. At present, there are 45 arts and science colleges and 30 colleges of professional education. The latter include two law colleges, 18 training colleges, two medical colleges, four engineering colleges, one agricultural college, one veterinary college and two ayurvedic colleges.

Two separate directorates were formed, *viz.*, the Directorate of Collegiate Education and the Directorate of Technical Education.

Consequent on the transfer of colleges administered by the university to the State Government, all the arts, science training, physical education and Sanskrit colleges were placed under the Directorate of Collegiate Education.

During the Second Plan, the university established new post-graduate departments in education, politics and psychology and also undertook the expansion of the existing departments of applied chemistry, biological oceanography, and statistics, with financial assistance from the University Grants Commission.

The increasing demand for highly qualified personnel and the attractive prospects offered in positions outside the universities have resulted in an acute shortage of qualified university teachers, particularly in the basic sciences. With a view to attracting better teachers, the scales of pay of university teachers have been revised. The scale of pay for lecturers has been raised to Rs. 250-25-500. Readers are in the scale of Rs. 500-25-800 and Professors in that of Rs. 800-50-1000. The proposal of the University Grants Commission to raise the scale of pay of lecturers to Rs. 350-850 is now under consideration.

A number of scholarships have been instituted for deserving students. These include six research fellowships of the value of Rs. 250 per mensem each, 30 junior research fellowships of the value of Rs. 125 per mensem each, and 27 senior research scholarships of Rs. 200 per mensem each, under the Government of India scheme. The University Grants Commission has also instituted one post-graduate scholarship of the value of Rs. 150 per mensem and one research scholarship of the value of Rs. 100 per mensem.

General education courses were started in all the colleges in 1959-60. The three-year degree course has also been introduced in all the colleges. Facilities for the teaching of home science are available in five women's colleges of the State.

Eligibility for college admissions is generally determined by the Board for Public Examinations. For university colleges, only those securing more than 40 per cent in English, and who have not appeared more than twice at the qualifying examination, are admitted. A proposal to delegate this authority to the colleges and to decide eligibility for admission on the basis of marks in the secondary school leaving certificate, is under consideration.

Technical Education

Facilities for technical education were far from satisfactory in the beginning of the Second Plan and compared very unfavourably with the facilities for general education. There was only one engineering college with an intake of 100 students (the Engineering College, Trivandrum) and only three diploma level institutions with a total intake of 240 students (the polytechnics of Kalamassery and Kozhikode and the Technological Institute, Trichur). During the last five years however there has been a great expansion in this field.

Government set up a separate department of technical education in 1957. All technical institutions in the State have since been transferred to the control of the new department.

The intake of students in the Engineering College at Trivandrum has been increased from 100 to 219. Three engineering colleges—one in the public sector at Trichur and two in private sector at Quilon and Palghat—with an intake of 120 students each have also been started. Post-graduate courses have been started in electrical, machine design, hydraulics, irrigation and flood control, and structural engineering in the Engineering College, Trivandrum. At the diploma level, seven new institutions offering instruction in civil, mechanical and electrical engineering have been started, each with an intake of 120 students. Five of these have been established in the private sector with the aid from the Government of India and the State Government. The facilities in the three old polytechnics at Kalamassery, Trichur and Kozhikode have been expanded so as to raise their total intake capacity from 240 to 470 per year. At present, there are 11 polytechnics in the State with a total intake capacity of 1,430.

Under the centrally sponsored scheme for the establishment of junior technical schools, nine such institutions—one at each revenue district—have been set up with a total intake of 540 per year. The junior technical schools provide technical education for boys in the age-group 14-17. The idea is that students who are not likely to benefit from a literary or academic curriculum at this stage should be given vocational training for the occupations of their choice.

There are 12 industrial schools under the Department of Industries with a total intake of 804. These offer certificate and diploma courses in electric wiring, gas welding, metal casting,

foundry fitting and erecting, cabinet making, general mechanics, coir work, fine arts, mat weaving, toy making, smithy, handloom weaving, etc. The duration of the courses varies from two to five years. Reference should be made here to the work of orientation centres established by the Labour Department as part of an all-India programme for solving the unemployment problem. Nearly 2,500 men are given training in different crafts in these centres. The present duration of the training is six months. There is also a good number of craft and production-cum-training centres in the community development blocks and national extension areas.

The existing facilities for technical education are quite inadequate to meet the needs of the State. While Kerala is unquestionably the most progressive State in India in respect of general education, it does not have adequate facilities for technical education. It is therefore proposed to expand the programmes of technical education further during the Third Plan. Two engineering colleges and four polytechnics will be established during the next five years and new courses such as tele-communication, chemical engineering, clay technology, etc., will be introduced. The State is also planning to increase the enrolment in the existing industrial training institutes by 1,000 and to set up six new institutes. It is estimated that the total enrolment in the existing and the new institutes would increase to 2,500.

Social Education

Administration of social education is under the Deputy Director for Social Education who is assisted by five district social education officers, each in charge of two revenue districts. There is a social education organizer and a Mukhya Sevika in each community development block. These officers are under the dual control of the block development officer and the district social education officer.

There is no institution in the State for training the social education personnel. The social education organizers are usually trained at one of the all-India social education organizers' training centres while the district social education officers are trained at the National Fundamental Education Centre, New Delhi. There is provision however for refresher and orientation courses. While the latter are the responsibility of the district social education officers,

the former are organized by the Extension Training Centre, Kottarakkara.

The Department has also published a few books for neo-literates. The state central library and almost all other libraries in the Travancore-Cochin area are affiliated to the Granthasala Sangham. The organization of libraries is a responsibility of the Sangham which also recommends grants to them. In Malabar, the libraries work under the Library Act of Madras. A proposal to integrate the library system in the entire State is under consideration.

There are eight distributing libraries attached to important public libraries in different parts of the State. These are provided with vans to facilitate the distribution of books.

As to the administration of social education in the Community Development and National Extension Services Blocks, the Education Department exercises only technical control over the social education programmes in such areas; the administrative control vests in the Development Department. This dual control has not worked satisfactorily in the past. It will be worthwhile to look into the matter and evolve a simpler and a more rational arrangement.

Girls' Education

Kerala is an exception to the general rule in this country that women are backward in education. Thanks to the facilities for girls' education in the past, Kerala is today the most advanced State in India in this regard. Even before independence, encouragement was given to girls' education by reducing fees to half the prevailing rate. At present, girls account for about 42.5 per cent of the school population (about 41 per cent in secondary schools and 45 per cent in primary schools) and 30 per cent of the enrolment in arts and science colleges. The percentage of women students in medical colleges is 27 and that in teacher training schools and colleges 45 and 26 respectively. There is also no shortage of women teachers. The only exception to this picture of all-round progress is provided by the educational backwardness of some communities where resistance to sending girls to schools has not yet been overcome. The State is making special efforts to overcome this resistance through a liberal award of scholarships.

Teaching of Science

The State has undertaken a fairly large programme of improvement in the teaching of science. Seven departmental schools were equipped at a cost of Rs. 1.05 lakhs per school during 1955-56; and seven more departmental and 12 private schools were equipped at a cost of Rs. 50,000 per school. During the Second Plan, 93 departmental and 150 private schools were selected for improvement of science teaching at a cost of Rs. 20,000 per school. The extension service departments of the training colleges organize seminars for the teaching of general science and also arrange for the in-service training of science teachers. Science clubs have been organized in a large number of secondary schools with a view to popularizing science and locating scientific talent among secondary school children. A pilot project for the improvement of science teaching in primary schools has also been started.

The present efforts to improve the teaching of science at the primary and secondary levels will continue during the Third Plan and three more pilot projects for the improvement of science teaching in primary schools are proposed to be started. Each project will work in a centre for two years and will then be shifted to a new centre. An amount of Rs. 65 lakhs has been proposed in the Third Plan for equipping 160 government and 400 private high schools at the rate of Rs. 7,500 per school and the target is to provide science as an elective subject in 336 high schools. Private schools will be subsidized at the rate of 50 per cent.

Scholarships

Education is completely free in the State up to class VIII. Even in classes IX and X, education is free for students belonging to the scheduled castes, scheduled tribes and other backward classes. A number of half freeships are also awarded to poor and deserving students.

A large number of scholarships are awarded at all levels of education in the State. At present, there is provision for the award of 80 merit and 30 poverty scholarships of Rs. 5 per mensem in upper secondary schools and 12 merit and 100 poverty scholarships of Rs. 3 per mensem in lower secondary schools. Besides, 92 scholar-

ships are awarded to students belonging to backward and depressed classes. To attract Muslim girls to schools, scholarships are awarded to them at the rate of Rs. 5 per mensem in Travancore and Rs. 3 per mensem in upper secondary and Rs. 2 per mensem in lower secondary schools in Cochin.

The scholarships indicated above are awarded in the Travancore and Cochin areas. In Malabar, the scholarships which were in existence at the time of integration are being continued for the present. If necessary, these awards will be revised after the rules relating to the award of scholarships in these areas of the State have been replaced by common and unified rules.

In addition to these scholarships, other scholarships awarded by the Education Department include: (1) two scholarships of Rs. 2,000 per annum to two cadets of Military College, Dehra Dun, for a period of five years; (2) one scholarship of Rs. 2,000 per annum to a pupil in the Rishi Valley Public School; (3) six scholarships of the total value of Rs. 7,000 per annum to pupils in Lawrence Public School; (4) two scholarships of Rs. 50 per mensem for two years for pupils undergoing training in the cadet trainingship, Dufferin; (5) three scholarships of Rs. 50 per mensem for marine engineering and (6) 175 endowment scholarships and prizes.

At the collegiate level, 16 Maharaja's university scholarships are given for the degree courses in arts (3), science (6), engineering (3), medicine (2), veterinary science (1) and agriculture (1). There are 10 more scholarships for science students and four for women students (Lady Willingdon scholarships). There are, in addition, 11 special and endowment scholarships offered for different university courses.

Physical Education

A state sports council, consisting of government nominees and representatives of almost all the sports associations in the State, was established in 1954. Besides coordinating the activities of the various sports associations, it also advises the government in the distribution of grants to sports clubs. A recurring grant of Rs. 60,000 is given by the State Government and another of Rs. 60,000 by the Central Government for equipment and coaching.

Almost all the associations hold coaching camps in the different parts of the State with fully qualified coaches. Two of these coaches

are appointed and paid under the Rajkumari Sports Coaching Scheme.

While there is an advisory board for physical education and recreation (set up in 1959), the State has no separate inspectorate for physical education. Many schools are without any adequate playground facilities. The problem of playgrounds is especially acute in the urban areas.

At present, there are two physical education colleges in the State, one at Trivandrum and the other at Kozhikode. The former was started in 1954 and the latter in 1957. In 1960-61, their total enrolment was 183 (115 boys and 68 girls).

There is a school athletic association in the State to promote school athletics. It organizes inter-school athletic meets and is given a recurring grant of Rs. 5,000 by the government. In addition, inter-district athletic meets are held throughout the State. These offer ample opportunities to the public to participate in sports activities.

In the Third Plan a provision of Rs. 50 lakhs has been suggested for the promotion of physical education.

Scouts and Guides

The scouting and guiding movement is very well established in the State and forms an essential part of the school programmes. Camping and hiking are very popular among students. Training camps for scout masters, cub masters and guiders are conducted regularly in different parts of the State. A full-time organizing commissioner is responsible for organizing the movement in accordance with the recommendations of the state committee, set up for this purpose. A grant of Rs. 25,000 per annum is given by the State Government to the scouting and guiding organization.

NCC and ACC

At present, there are four battalions in Kerala under the command of No. 11 Circle Cadet Corps, Kerala. The first Kerala battalion has its headquarters at Trivandrum, the second and third at Ernakulam and the fourth at Kozhikode. There are 27 junior division army wing troops under the first battalion while the strength of junior division troops under the second, third and fourth

battalions is 42, 23 and 37 respectively. The number of senior division cadets under the command of the four battalions is 2,708. In addition, there are 30 junior division troops of girls and 360 senior girl cadets. The strength of the cadets of the naval wing is 240. An air wing is expected to be started in Trivandrum shortly.

The State Government has encouraged the organization of ACC, particularly in schools where there are no facilities for developing the NCC. It has also been decided that NCC troops in future will be started only in schools where the ACC has been functioning successfully. An amount of Rs. 75 lakhs has been suggested for the expansion of NCC in the Third Plan.

Medical Inspection

The question of medical inspection has been engaging the serious attention of the government for some time past. It has since been decided to implement a scheme under which every pupil will be thoroughly examined by a competent medical officer once a year and if necessary, will receive adequate medical attention in the nearest government hospital or dispensary. The scheme envisages the establishment of 200 medical inspection units throughout the State. Each unit will cover the lower primary schools within a radius of five miles and will be manned by a part-time medical inspector. Most of the units have already started working in the State; the remaining few units will also start working as soon as a decision on their location has been taken. At the university stage, students are given a regular medical check-up for which a small fee is charged.

Education of Scheduled Castes, Scheduled Tribes and other Backward Classes

All students belonging to scheduled castes, scheduled tribes and poor students of backward communities are exempted from the payment of fees at all levels of education. Besides, lump sum grants for the purchase of books and clothing are paid to students belonging to scheduled castes and scheduled tribes. Board and lodging expenses of the students living in approved hostels are also met and in addition, each student is paid Rs. 5 per month as pocket money. Those who do not get admission in approved college hostels are

granted monthly stipends of Rs. 45. Pupils studying in high schools are given lump sum grants at the rate of Rs. 40 and those studying in upper primary classes, at the rate of Rs. 25. Students studying in standard V are given lump sum grants at the rate of Rs. 15, those in standard IV at the rate of Rs. 4 and those in classes I to III at the rate of Rs. 3. Financial assistance is also given to students of the scheduled castes and backward communities studying in occupational institutions and industrial training centres.

Students belonging to other backward communities and Christian converts are given free tuition on production of income and community certificates. During 1959-60, 1,87,000 students of scheduled castes and Kudumbis and 26,187 students of Christian converts from scheduled castes/tribes were in receipt of this concession. Substantial financial assistance is also given to students in the professional colleges; those receiving training in institutions outside the State get all their expenses reimbursed.

There are 186 welfare schools which are intended exclusively for scheduled caste and scheduled tribe children and 83 schools maintained exclusively for the tribal children. The children attending these schools are provided with clothes, books and midday meals, free of cost. Quite a number of night schools (101) and libraries (117) are maintained for the benefit of the adults in localities where Harijans live in large numbers. There are 26 hostels for Harijan students.

Pre-primary Education

There were 22 recognized pre-primary/nursery or kindergarten schools during 1960-61 in the State. These exclude those institutions to which pre-primary classes were attached. Out of the total of 22 pre-primary schools, 21 are managed by private aided and one by private unaided bodies. The number of pupils in these schools and in the attached classes is 1,369. There are two nursery training schools—one at Trivandrum (run by the State Council for Child Welfare) and the other at Alleppey. About 60 women teachers are trained in them every year. During the Third Plan it is proposed to start three new training institutions for pre-primary teachers and the purpose is Rs. 50 lakhs. The proposed outlay for this

Education of the Handicapped

In 1947, there were only two schools for the deaf and dumb in the State—one at Trivandrum and the other at Trivalla. Today, there are eight institutions, of which three are for the deaf and dumb, four for the blind and one for the deaf, dumb and blind. Most of these institutions are residential. Altogether 771 students (506 boys and 265 girls) are receiving education in these institutions. There is a training class attached to the schools for the blind at Trivandrum to train teachers for schools of the handicapped.

To promote the welfare of the handicapped, a committee was set up in 1952 under the chairmanship of the Director of Public Instruction. It has been collecting funds by the sale of flags. The first flag day was held in 1956 when Rs. 53,046 were collected. The second flag day was held in 1960.

Audio-visual Education

There are four officers in charge of audio-visual education in the State. Each officer has a mobile audio-visual unit and a film library under him. The mobile units tour around their respective districts organizing film shows in educational institutions. The film shows serve as an effective medium of training the masses in the responsibilities of democratic citizenship and have been very useful in popularizing Hindi.

The officers in charge of audio-visual education work under the district education officers of Trivandrum, Kotayam, Trichur and Kozhikode.

There are a number of schools having modern audio-visual aids such as 16 mm projectors, projection lanterns, stereoscopes, etc. Films and filmstrips are distributed to such schools and audio-visual seminars are conducted to train their teachers.

During the Third Plan, it is proposed to have five more mobile audio-visual units, thus providing one unit for each revenue district. It is also proposed to build up a central film library at the State headquarters.

Teaching of Hindi

Hindi is a compulsory subject at the upper primary stage. It is taught for five years and is allotted three periods a week.

Till 1959-60, training was given to Hindi teachers through a six-month training course. It is proposed to open a training college for Hindi teachers with provision for diploma (for graduates only) and certificate courses. Hindi is a compulsory subject in the secondary school leaving certificate examination. It is also proposed to introduce the teaching of Hindi in some of the government colleges. A special officer is responsible for the coordination of programmes concerning the teaching of Hindi.

Propagation of Sanskrit

There were 40 Sanskrit schools in the State during pre-independence period. These have since been reorganized on the lines recommended by the Education Reorganization Committee. Scholarships of Rs. 15 per mensem each are given to two best students in each class. But in spite of the encouragement extended by the government, the number of students desirous of studying Sanskrit is on the decline. There are three Sanskrit colleges in which pre-university and degree courses have been started. There are also three colleges of oriental studies (Sanskrit).

Educated Unemployment

In 1961, the number of unemployed matriculates, intermediates and graduates on the live registers of employment exchanges seeking employment was 67,971. Data regarding the number and qualifications of the registrants are given in Table 79.

There are nine employment exchanges—one in each district—in addition to the University Employment Bureau working on similar lines. Vocational guidance units are located at Trivandrum and Ernakulam and each unit has two officers—a youth employment officer and an employment counselling officer.

The Education Department is having its own programmes of vocational guidance. A coordination committee for vocational guidance has been functioning under the chairmanship of the manpower officer of the State. The committee has decided to arrange for the dissemination of employment market information and distribution of literature published by the National Employment Service to schools. The committee is also arranging for the translation of the career pamphlets prepared by the Director General of Rehabilitation

TABLE 79: NUMBER OF EDUCATED UNEMPLOYED PERSONS REGISTERED WITH EMPLOYMENT EXCHANGES IN KERALA (1961)

Qualifications				Number of persons
Those who have passed the matriculation but not the intermediate examination (including pre-university course)				63,282
Those who have passed the intermediate examination but not completed the degree course				1,365
Those with one or more degrees:				
(i) Engineering				32
(ii) Medicine				24
(iii) Others				3,268
TOTAL	..	..	..	67,971

and Employment Exchanges, Ministry of Labour, New Delhi into the regional language, and to explore the apprenticeship opportunities available in different industries, both private and public.

Administration

The Minister for Education is the head of administration for education in the State. The administration of education in the State is organized in four main units under the overall supervision and control of the Education Department, namely, the three Directorates—one for Public Instruction, another for Collegiate Education and the third for Technical Education—and the University.

1. *Directorate of Public Instruction* : The Directorate deals with primary, secondary and special schools and is under the Director of Public Instruction who is assisted by a joint director and two deputy directors—one for social and general education and the other for textbooks, examination and planning. He is also being assisted by an administrative assistant and a basic education officer. Other officers who assist him in the administration include Secretary for the Board of Public Examinations, a special officer for textbooks and a financial assistant.

The State is divided into 17 educational districts, each under a district education officer who is responsible for the administration

and efficiency of schools in his jurisdiction. Each district education officer is assisted by a personal assistant. The districts are further divided into sub-districts, each under an assistant education officer who is responsible for the supervision and administration of the lower primary and upper primary schools under him. There are 119 assistant education officers in the State.

2. Directorates of Collegiate and Technical Education : The Director of Collegiate Education controls and supervises the departmental colleges in the State and is directly responsible to the government. The Director of Technical Education is also directly responsible to the government and is in charge of the administration of engineering colleges, polytechnic and junior technical schools.

3. University : The university is an autonomous body administered by a syndicate largely elected. With the formation of the Directorate of Collegiate Education, the direct control exercised by the university is confined to certain departments of post-graduate studies only.

The total expenditure on education in 1960-61 was Rs. 19.38 crores, of which a sum of Rs. 20.78 lakhs was for direction and Rs. 27.29 lakhs for inspection. The expenditure on administration and supervision accounts for 2.5 per cent of the total expenditure. The present inspection load is much too heavy and it is not always possible for an inspector to inspect a school annually or even bi-annually. To be effective, school inspections should be carried out frequently and with thoroughness. It is therefore necessary that the number of educational districts should be increased and the inspectorate suitably strengthened. There is also a proposal for strengthening the Planning Unit of the Directorate and for the creation of more posts in the inspectorate during the Third Plan.

Finance

Kerala spends 34 per cent (the highest in the world) of its total budget on education. The details of the present educational expenditure are given in Table 80.

Of the total, expenditure amounting to Rs. 11,44,00,300 is spent on non-Plan and Rs. 3,29,300,100 on Plan schemes. (In the former Travancore State, the expenditure on education was Rs. 1.53 crores.)

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TABLE 80: EDUCATIONAL EXPENDITURE IN KERALA (1960-61)

Item	Expenditure
	Rs.
University education	2,09,39,728
Secondary education	7,71,12,526
Primary education	5,52,49,811
Vocational and special schools	38,53,055
General	3,66,22,749
TOTAL	19,37,77,869

Conclusion

Kerala stands first in India in the field of general education. Primary education is free and compulsory education has been introduced in 27 out of 55 taluks in the State. As many as 85 per cent of the children of school-going age are attending school at the primary stage. Midday meals are provided for needy children of lower primary classes in some of the districts and it is proposed to extend the programme throughout the State in the Third Plan. Similar progress has been made in secondary and collegiate education also. In the field of women's education also, Kerala stands first with girls accounting for 42.5 per cent of the total enrolment in schools. There is no dearth of trained teachers or of women teachers. This progress, good as it is, has posed two major problems. The first is the problem of educated unemployment which has become extremely acute; the second is the difficulty experienced in financing the continuously growing expenditure on schools and colleges. The total expenditure on education in Kerala is Rs. 9.5 per head of the population (1960-61), whereas the corresponding all-India figure is only about Rs. 5. This growing financial burden can be sustained only by developing and mobilizing new sources of revenue.

EDUCATIONAL STATISTICS OF KERALA

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	1	..	1	..
Colleges for general education				
Degree standard	40	10	44	10
Intermediate standard .. ..	..	..	2	..
Colleges for professional and technical education				
Agriculture and forestry	1	..	1	..
Commerce .. ..	..	..	1	..
Engineering and technology	1	..	4	..
Law	2	..	2	..
Medicine	2	..	3	..
Teacher training	4	1	18	2
Veterinary science .. ..	..	..	1	..
Others	3	..	2	..
Colleges for special education	7	..	8	..
Schools for general education				
Higher secondary schools	703	126	3	..
High schools	879	..	133	..
Middle schools				
Basic	84	..	83	..
Non-basic	854	..	1,850	14
Primary schools				
Basic	344	..	430	2
Non-basic	7,059	..	6,562	22
Pre-primary schools	12	2	22	..
Schools for vocational and technical education				
Arts and crafts	113	21	88	29

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Commerce	122	..	..	..
Engineering	5	..	22	..
Teacher training				
Basic	18	2	78	13
Non-basic	69	15	1	1
Technology and industrial	13	11	..	..
Schools for girls' education			879	133
High schools	..	..	..	..
Middle schools			83	..
Basic	..	..	1,850	14
Non-basic	..	..	..	..
Primary schools			430	2
Basic	..	..	6,562	22
Non-basic	..	..	22	..
Pre-primary schools	..	..	..	..
Schools for special education			7	..
For the handicapped	..	..	..	..
Social (adult) education	392	14	..	..
Others	..	..	13	1
TOTAL	9,849	202	10,043	218

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	126	18	174	48
Arts and science colleges	34,163	8,190	37,224	11,628

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Professional and technical colleges	2,666	432	7,113	1,487
Special education colleges	764	121	549	144
Higher secondary schools	..	..	213	57
High schools	..	..	..	..
Middle schools	4,04,028	1,71,699	6,90,239	2,09,811
Basic	..	..	..	..
Non-basic	27,279	10,690	35,331	14,911
Primary schools	1,67,172	71,606	7,35,359	3,23,425
Basic	..	..	..	..
Non-basic	53,500	24,018	97,776	43,281
Pre-primary schools	18,30,979	8,47,894	17,06,496	7,94,142
Schools for vocational and technical education	1,085	550	1,278	615
Schools for special education	24,745	10,776	16,106	2,534
B. By stages/subjects	19,416	2,609	1,724	770
General education (university standard)	..	..	..	..
Research	..	..	..	..
M.A. and M.Sc.	58	7	19	6
B.A. and B.Sc. (Pass and Hons.)	301	91	1,016	355
Intermediate (arts and science)	10,326	2,415	18,407	6,365
Professional education (university standard)	22,106	5,674	15,158	4,755
Agriculture and forestry	..	..	..	..
Commerce	50	..	289	30
Engineering and technology	1,710	23	2,144	54
Law	386	..	2,203	65
Medicine	538	32	437	31
	468	122	1,673	424

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Teacher training ..	582	246	2,035	726
Veterinary science ..	..	..	432	24
Other subjects ..	216	8	183	68
Special education (university standard) ..	789	121	642	160
General education (school standard)				
High and higher secondary ..	1,95,052	81,166	3,31,990	1,34,279
Middle ..	3,74,885	1,59,803	9,00,607	3,94,121
Primary ..	19,12,592	8,84,704	20,32,230	9,49,638
Pre-primary ..	1,514	784	1,369	676
Vocational education (school standard)				
Arts and crafts ..	4,652	2,903	3,310	1,856
Commerce ..	10,215	3,276	..	..
Engineering ..	661	17	7,037	216
Medicine ..	189	22	278	198
Teacher training ..				
Basic ..	3,149	1,334	6,341	2,660
Non-basic ..	5,072	2,485	58	58
Technology and industrial ..	996	761	..	..
Special education (school standard)				
For the handicapped ..	19,416	2,609	347	75
Social (adult) education ..			1,377	722
Other subjects ..			33,29,582	14,97,559
TOTAL ..	25,65,923	11,48,603		

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central	..	11,52,187	57,037	77,00,498
State	..	5,09,79,534	41,30,070	15,77,75,520
District board funds	..	8,35,464	34,165	11,577
Municipal board funds	..	2,76,061	23,379	300
Fees	..	1,62,73,762	18,15,497	1,89,76,493
Other sources	..	68,72,989	10,60,373	93,56,059
B. By type of institutions				
Direct expenditure on				
Universities	..	15,38,272	..	46,37,492
Arts and science colleges	..	68,68,442	9,55,123	1,16,42,271
Colleges for professional and technical education	..	12,17,372	28,341	44,82,240
Colleges for special education	..	1,56,461	..	1,77,725
High and higher secondary schools	..	1,82,12,272	36,95,976	4,30,86,773
Middle schools	59,83,641
Basic	..	6,41,627	..	16,11,396
Non-basic	..	47,25,361	..	3,24,14,357
Primary schools	3,30,281
Basic	..	9,27,716	..	34,20,501
Non-basic	..	2,44,47,834	..	5,18,29,310
Pre-primary schools	..	41,434	9,688	42,578
Vocational and technical schools	..	16,94,827	97,416	33,81,511
				2,31,776

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III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
Special education schools	3,89,675	23,850	4,71,544	6,932
TOTAL (Direct)	6,08,61,298	48,10,394	15,71,97,698	85,87,608
Indirect expenditure on				..
Direction and inspection	19,96,641	45,981	48,07,569	..
Buildings	67,02,900	8,81,387	1,78,19,806	15,22,608
Scholarships	42,51,188	10,60,695	68,02,753	3,93,873
Hostels	5,79,534	1,41,749	11,32,626	1,83,710
Other miscellaneous items	19,98,441	1,80,315	60,59,995	2,69,435
TOTAL (Indirect)	1,55,28,704	23,10,127	3,66,22,749	23,69,626
GRAND TOTAL	7,63,89,997	71,20,521	19,38,20,447	1,09,57,234

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges	..	N.A.	N.A.	2,861
High and higher secondary schools	25,771	8,840	26,854	10,273
Middle schools	..	..	..	28,699
Primary schools	45,747	16,344	46,609	20,027
Pre-primary schools	72	67	39	38
Vocational and technical schools	N.A.	N.A.	1,217	261
Special schools	..	N.A.	N.A.	177
				59

N. A.—Not available

V—Examination Results

Students passing

M.A. and M.Sc. ..	..	N.A.	N.A.	476	151
B.A. and B.Sc. (Pass and Hons.)		N.A.	N.A.	4,687	1,399
Professional (degree) ..		N.A.	N.A.	3,025	783
Matriculation and equivalent examinations ..	..	N.A.	N.A.	47,293	17,268

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	6	..	..	..
High and higher secondary schools	448	61	670	59
Middle schools ..	748	..	1,730	9
Primary and pre-primary schools	5,822	1	6,523	14
Vocational and special schools ..	420	32	114	15
TOTAL ..	7,444	94	9,037	97

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	14,999	2,694	25,308	6,725
High and higher secondary schools	2,14,961	70,919	5,24,115	2,14,617
Middle schools ..	1,13,866	37,011	6,80,456	3,02,021
Primary and pre-primary schools	10,30,202	5,12,312	16,50,509	7,74,405
Vocational and special schools ..	11,946	4,227	12,394	3,747
TOTAL ..	13,85,974	6,27,163	28,92,782	13,01,515

N. A.—Not available

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VIII—Number of Students in Selected Classes

Number of students in classes						
I-V	..	..	N.A.	N.A.	23,90,889	11,09,821
VI-VIII	..	..	N.A.	N.A.	6,95,263	2,96,973
IX-XI	..	..	N.A.	N.A.	1,78,675	71,241

IX—Some Selected Averages and Percentages

Item		1955-56	1960-61
Cost per capita on education (in rupees)	..	5.1	11.5
Cost per pupil (in rupees)	..	45.1	62.4
High and higher secondary schools	..	27.6	44.1
Middle schools	..	13.5	30.6
Primary schools	..	..	..
Number of pupils per teacher in			25
High and higher secondary schools	..	23	27
Middle schools	..	41	39
Primary schools	..	..	..
Percentage of trained teachers in			75.2
High and higher secondary schools	..	72.1	77.9
Middle schools	..	..	92.9
Primary schools	..	..	..

N. A.—Not available

CHAPTER 11

Madhya Pradesh

General

The present State of Madhya Pradesh was formed in November 1956 as a result of the general reorganization of states undertaken in that year. It is centrally situated and is truly called the 'heartland' of the Indian Union. The State consists of five distinct areas: (1) 17 districts of Mahakoshal, (2) the whole of erstwhile Bhopal State consisting of two districts, (3) the entire Madhya Bharat region comprising 16 districts except Sunel in Mandsaur district, (4) the whole of Vindhya Pradesh consisting of eight districts and (5) Sironj sub-division of Kotah district of Rajasthan. There are now 43 districts and 191 tehsils in the State with an area of 171,210 square miles and a population of 32,394,000 spread over 2,020 towns and 82,178 villages. In area, Madhya Pradesh is the biggest State of the Indian Union and in order of population the seventh, the density per square mile being only 189.

The physical features of the State are characterized by great variety. It has the low-lying areas of Gird, Bundelkhand and Baghel-khand in the north ; the Malwa Plateau, rich in black cotton soil, in the west ; the fertile, alluvial valley of the Narbada in the centre ; the Satpura ridges covered with luxuriant forests in the south ; and the famous rice-growing plains of Chattisgarh in the east. The chief mountains are the Vindhya and the Satpuras, the mountains of Bastar being an extension of the Eastern Ghats. Most of the State is a fertile plateau of an average height of 1,600 to 2,000 feet above sea level. The annual rainfall averages from 40 to 60 inches and the climate is hot and dry. The State is rich in minerals ; coal is found in Betul, Chhindwara and Surguja districts ; manganese in Chhindwara, Balaghat and Bastar districts ; and iron in Balaghat and Shahdol districts. Of the total area, 31.38 per cent is covered with forests, 35.04 per cent is under cultivation while the remaining 33.58 per cent is fallow.

Owing to under-development of industries and predominantly

agricultural character of the economy, the urban population is comparatively small, estimated at 4.63 million or 14.29 per cent of the total population in 1960-61. The bulk of the population is rural and lives in small scattered habitations.

Ninety-four per cent population of the State is Hindu and Islam covers another three per cent. Jainism, Sikhism, Christianity and others come next in order of importance. The Purdah system is still prevalent in some places although it is gradually dying out. Though child-marriage is prohibited by law, it is still practised in the rural and backward areas. People in these areas are very reluctant to send their daughters to school. Scheduled castes and scheduled tribes form a sizable section (about 29 per cent) of the total population. Economically and socially, these communities are very backward, although there has been some improvement in their condition after independence. The evil of untouchability has nearly vanished.

The main occupation of the people is agriculture which is practised by 78 per cent of the population. Steps are being taken to industrialize the State as rapidly as possible. Some of the important industries which have already come up include heavy electricals, iron and steel, textiles, rayon products, sugar, cement, paper and ceramics.

Hindi is the most important language in the State and is spoken by about 77 per cent of the population. Other languages spoken by more than a lakh of people are: Rajasthani, Marathi, Urdu, Sindhi and Gujarati. The tribal people mostly speak dialects which have neither any script nor any literature. The development of these languages is one of the important educational problems facing the State Government.

Development of Education before 1956

It is necessary to give a brief outline of the development of education in the different areas which were merged together on 1 November 1956 to form the present State of Madhya Pradesh, viz., Mahakoshal, Bhopal, Madhya Bharat and Vindhya Pradesh.

i. *Mahakoshal* : The Mahakoshal region formed a part of the old Central Provinces (also designated later as Madhya Pradesh). The history of its educational development therefore follows broadly

the pattern of educational development in British India. Pioneering work in education was first started by missionaries ; then came state intervention and private enterprise. A department of education was created in 1863-64. In 1921, education was transferred to Indian control under diarchy and 1937 saw the introduction of provincial autonomy. Compulsory primary education was introduced in a few selected areas under the Central Provinces and Berar Primary Education Act, 1920. In 1923, the University of Nagpur was established at Sagar to serve this area. A separate university was established in 1946 with a large donation from Sir Hari Singh Gour. In 1948, a comprehensive scheme of decentralization was adopted and a statutory local body, known as the Janapad, was created for each tehsil. It was placed in charge of a number of activities, including the establishment and maintenance of primary schools. The schools received grants-in-aid whose basis varied from scheme to scheme. Between 1953 and 1956, secondary education was recognized on the lines of the Report of the Secondary Education Commission. As Table 81 shows, the overall educational progress in Mahakoshal had reached a fairly good level by 1955-56.

TABLE 81: PROGRESS OF EDUCATION IN MAHAKOSHAL (1955-56)

Item		Number of institutions	Enrolment			Total
			Boys	Girls		
Primary schools	8,190	4,35,789	1,11,052	5,46,841
Middle schools	661	1,14,656	19,734	1,34,390
Secondary schools	180	63,656	13,343	76,999
Schools of professional, vocational, technical and special education	1,587	28,418	3,492	31,910
Colleges of general education	13	3,842	521	4,363
Colleges of professional, technical and special education	10	2,153	225	2,378

2. *Madhya Bharat* : The former Madhya Bharat State was formed in 1948 by integrating the princely states of Central India. Its area was 46,478 square miles and, according to the 1951 census,

its population was 7.95 million. The index of literacy (excluding groups below nine years of age) was 13.1 per cent (20.8 per cent for men and 4.4 per cent for women).

Education in Madhya Bharat made considerable progress between 1948 and 1956. The total number of institutions increased from 3,455 in 1948-49 to 9,069 in 1955-56, and that of scholars from 2,12,486 (1,84,514 boys and 27,972 girls) to 5,74,741 (4,69,311 boys and 1,05,430 girls). The total educational expenditure rose from Rs. 1.16 crores in 1949-50 to Rs. 3.20 crores in 1955-56.

Primary education for the age-group 6-11 made spectacular progress during this period. The number of primary schools increased from 3,182 to 7,722 ; enrolment from 2,33,656 to 4,59,834 ; and direct expenditure on primary education from Rs. 43.29 lakhs to Rs. 106.85 lakhs. The percentage of trained primary teachers was 21.2 in 1955-56 against nine in 1949-50. The number of primary teachers increased from 5,508 in 1949-50 to 12,574 in 1955-56. The number of middle schools increased from 207 (with an enrolment of 36,606) in 1949-50 to 438 (with an enrolment of 65,771) in 1955-56. There were no basic schools in 1948-49 ; in 1955-56 there were 442 junior basic schools with 35,686 pupils.

The number of secondary schools increased from 43 in 1948-49 to 104 in 1955-56 and their enrolment from 7,088 (6,234 boys and 854 girls) in 1949-50 to 16,605 (14,157 boys and 2,448 girls) in 1955-56. Total expenditure on secondary education rose from Rs. 16.24 lakhs to Rs. 30.03 lakhs.

In 1949-50, there were in all 12 arts and science colleges in Madhya Bharat. By 1955-56, their number had increased to 30, women's colleges increasing from one to four. Their enrolment rose from 2,917 in 1949-50 (inclusive of 329 girls) to 6,338 in 1955-56 (inclusive of 1,241 girls). Professional and technical education also made considerable headway during this period. As against four colleges—two for medical students, and two for teacher training in 1949-50, there were eight in 1955-56—four medical colleges, an engineering college, an agricultural college, a teacher training college and a veterinary science college. Besides, professional courses in commerce and law were also offered by some of the arts and science colleges.

3. *Bhopal* : Bhopal was taken over by the Central Government

on 1 June 1949. It became a part C State in 1950 and was merged in Madhya Pradesh in 1956. It had an area of 6,878 square miles and, according to 1951 census, a population of 836,474.

In 1949-50, Bhopal had only 249 recognized educational institutions of all kinds with an enrolment of 15,632 and an expenditure of about Rs. 12 lakhs. In 1955-56, it had a total of 1,544 educational institutions with an enrolment of 63,856 pupils—54,637 boys and 9,219 girls. Total expenditure on education in 1955-56 was nearly Rs. 100 lakhs.

Primary education made considerable progress during the period under review. The number of primary schools rose from 209 (with 11,614 pupils and 337 teachers) in 1949-50 to 1,367 (with 53,996 pupils and 2,492 teachers) in 1955-56. The number of middle schools rose from 14 (with 1,616 pupils) to 86 (with 4,839 pupils). There was not a single basic school in 1949-50; but by 1955-56, as many as 97 basic schools had come into being. One drawback in this expansion however was the increase in the percentage of untrained teachers which was as high as 90 per cent in 1955-56.

In 1949-50, there were six high schools with 517 pupils. This number rose to 22 with 1,540 pupils in 1955-56. In 1949-50, there was only one college. By 1955-56, another college had come into existence and the number of students increased to 895, of which 126 were girls. Prior to 1949-50, Bhopal had no provision for professional and technical education. By 1955-56 however three colleges—one each for medicine, education and agriculture—had been established. As regards technical and professional education at the school level, the State had 15 institutions during 1955-56, as against only two in 1949-50.

4. Vindhya Pradesh : This State arose out of the merger of a number of erstwhile princely states which after passing through various phases of integration were constituted into a part C State in 1950. According to the 1951 census, it had an area of 23,603 square miles and an estimated population of 3.69 million. Only 8.1 per cent of the people (excluding groups below nine years of age) were literate.

Between 1949-50 and 1955-56, Vindhya Pradesh made considerable progress in education. The total number of institutions rose from 1,627 to 4,449; the number of scholars from 94,090 to 2,76,209;

and the total educational expenditure from Rs. 34.41 lakhs to Rs. 130.52 lakhs. However, the enrolment of girls increased only from 6,071 to 26,305 and, even in 1955-56, only six per cent of teachers were women. The traditional vicious circle—lack of women teachers holding up the enrolment of girls and low enrolment of girls leading to a shortage of women teachers—appears to have been the main obstacle in the expansion of girls' education.

Primary schools increased from 1,411 (with 83,896 pupils and 2,185 teachers) to 3,642 (with 2,28,392 pupils and 5,610 teachers) during the period under review. The middle schools increased from 175 (with 7,588 pupils) to 242 (with 23,371 pupils). High schools increased from 16 (with 1,340 pupils) to 46 (with 5,876 pupils). There was no basic school in 1949-50. By 1955-56, as many as 106 schools had been established.

In 1955-56, Vindhya Pradesh had six colleges—two first grade and four intermediate, as against three including two first grade colleges in 1949-50. All these colleges were co-educational and were government managed. They enrolled 1,191 students during 1955-56, as against 456 during 1949-50. There were also eight schools for vocational education—one for agriculture, two for industry, one for technology and four for teacher training. School classes for some of the professional subjects like commerce and engineering were also being conducted in certain other types of institutions. The total enrolment in professional schools and classes stood at 585 in 1955-56.

In 1956, when the present State of Madhya Pradesh was formed, it had to face two important educational problems. On the one hand, it had to evolve a common integrated system of education in place of the five different systems which it had inherited as a legacy of the past. On the other, it had to bring about large-scale expansion and qualitative improvement of education in all sectors because, in spite of the advance made between 1947 and 1956, the State was still comparatively backward in education. This latter task was made all the more difficult because of four factors: (1) the low economic development of the State, (2) the comparatively large population of scheduled castes and scheduled tribes, (3) the existence of large forest areas and small scattered habitations and (4) the general under-development of girls' education.

the production of better and cheap textbooks drawn up. The scheme of midday meals has been introduced in the tribal areas and in a few other selected places.

In the Third Five Year Plan, it is proposed to enrol ten lakh additional children. This will raise the enrolment at the primary stage to 30 lakhs—20 lakh boys and 10 lakh girls. To achieve this target, 30,000 additional primary teachers will be appointed. The number of teachers appointed during different years will be 4,000, 5,000, 6,000, 7,000 and 8,000. Provision has been made for the appointment of inspecting officers on the basis of one assistant inspector for every 50 schools. The construction of 300 quarters for women teachers has been provided for. It is also proposed to construct 12,000 classrooms for primary schools with the help of public participation. Government contribution for each classroom will be Rs. 1,250.

For the age-group 11-14, the State had 1,430 middle schools with a total enrolment of 2,13,312 in 1955-56. By the end of the Second Plan, the number of middle schools had increased to 2,445 and their enrolment to about 3.17 lakhs—2.68 lakh boys and 49,322 girls. It is proposed to set up 1,200 additional middle schools and to raise the enrolment at this stage to 4.96 lakhs—4.14 lakh boys and 82,000 girls—in the Third Plan. This will raise the percentage of enrolment from 15.5 in 1960-61 to 19.8 in 1965-66 (32.5 per cent for boys and 6.5 per cent for girls).

Basic Education

In 1955-56, the State had 1,110 junior basic and 194 senior basic schools with 86,451 and 45,002 scholars respectively. During the Second Plan, a fair number of primary schools was converted to the basic pattern. In 1960-61, the total number of junior basic schools was about 2,737 and the total number of scholars in these schools was 2.11 lakhs. It is proposed to convert 384 additional primary and 192 middle schools in the Third Plan so that each tehsil would have at least two more junior basic and one more senior basic school. Almost all training institutions in the State have been converted to the basic pattern and now basic education can be expected to advance at a faster rate in the years to come.

Secondary Education

In 1955-56, the total number of secondary schools in the State was 353 and the enrolment at the secondary stage was 50,380 (43,333 boys and 7,047 girls). During the last five years, there has been a good deal of expansion: in 1960-61 the total enrolment at the secondary stage was estimated at 1.24 lakhs (1.06 lakh boys and 0.18 lakh girls). In the Third Five Year Plan, 200 additional higher secondary schools are to be opened with an enrolment of 31,000.

In 1955-56, there were two boards of secondary education in the State, each of which had its own course of studies. In 1959, both these boards were replaced by a single board of secondary education for the State as a whole with its headquarters at Bhopal.

Madhya Pradesh has accepted the recommendations of the Secondary Education Commission and has launched a big drive for the conversion of high schools into higher secondary schools. During the Second Five Year Plan, 250 government high schools were converted into higher secondary schools. The remaining schools will be converted in the Third Plan. Private high schools are given grants-in-aid on a 75 per cent basis for converting themselves into higher secondary schools. Of the higher secondary schools, 124 are for girls. Facilities for secondary education are now available in every tehsil of the State.

The government has taken over a number of non-government secondary schools on account of various considerations such as backwardness of the area, financial difficulties of the management, etc. The rules of grants-in-aid to secondary schools have also been revised and unified.

In 1955-56, the scales of pay of teachers in the four regions of the State were all different. The removal of these disparities and the introduction of a common uniform pay scale for all areas therefore were matters of some urgency. The recommendations of the Pay Commission, came in handy and provided occasion for an upward revision of the scales of pay of secondary teachers. The present scales compare favourably with those in other states.

Facilities for the training of secondary teachers have also been improved. There are now nine government post-graduate basic training colleges in the State with an annual output of about 1,000 teachers at the B.Ed. level and of about 70 teachers at the M.Ed.

Primary Education

Considerable progress has been made in the present State of Madhya Pradesh in the field of primary education since 1956. At the time of reorganization, the duration of the primary course in Mahakoshal region was four years only while in the rest of the State it was five years. Now the duration of the primary course is uniformly five years in all parts of the State and a unified syllabus, on the pattern of basic education, is followed in all schools of the State.

In 1955-56, the State had 20,983 primary schools and a total enrolment of 13,56,489 (with 41,309 teachers). During the Second Plan, a big drive was launched for the expansion of primary education. An educational survey of the State was carried out and schools were opened in almost all places with a population of 500 and above and in a large number of habitations with even less than 500 people. The results have been very encouraging. During the last five years, the total number of primary schools has increased to 30,226 (including primary sections of middle schools) and the total enrolment at this stage to 20.11 lakhs (15.62 lakh boys, and 4.49 lakh girls). This roughly works out at an enrolment of 74 per cent for boys and 19 per cent for girls.

As stated earlier, one of the major obstacles in the development of education in Madhya Pradesh has been the low percentage of trained teachers. This percentage, which was already unsatisfactory in 1947, deteriorated further with the large expansion that took place between 1947 and 1956. One of the most important programmes undertaken for the qualitative improvement of primary education in the Second Plan therefore related to the enlargement of facilities for the training of primary teachers. For this purpose, nine new institutions were established by the State from its own funds and 50 new institutions with assistance from the Government of India under the centrally sponsored scheme for the expansion of teacher training facilities. The total number of training institutions for primary teachers thus increased from 44 in 1956 to 104 in 1961. The percentage of trained teachers rose from 28 in 1955-56 to 51 in 1960-61. The duration of the training course for primary teachers is one year at present. It is proposed to increase it to two years as early as possible. A beginning in this direction may first be made with under-matriculate teachers.

Steps have also been taken to improve the qualifications of primary teachers. The prescribed minimum qualification for primary teachers is the Secondary School Leaving Certificate ; relaxations are made only in the case of women and teachers from backward communities. The measure has served to raise the level of general education among primary teachers. The scales of pay of primary teachers which prevailed in the princely states that merged into Madhya Pradesh varied from area to area and were very low. Further, teachers under different managements, such as government, local bodies or voluntary organizations, were paid at different rates. All these anomalies have since been removed by the introduction of a common and uniform scale of pay for all primary teachers in the State. The scale compares very favourably with those in other states.

Different laws had been enacted in different areas for compulsory primary education. For instance, Mahakoshal had the C.P. and Berar Primary Education Act of 1920 which was later on replaced by the Madhya Pradesh Compulsory Primary Education Act of 1956. The Bhopal State Compulsory Primary Education Act, 1956 is in force in the areas of the erstwhile State of Bhopal and the United State of Gwalior, Indore and Malwa (Madhya Pradesh). Compulsory Primary Education Act, 1949 is in force in the concerned areas ; the Madhya Pradesh Primary Education Act, 1956 is in force in the Mahakoshal region ; and the Vindhya Pradesh Primary Education Act, 1952 is in force in the Vindhya Pradesh areas. Most of this legislation is technically defective and needs improvement. It has therefore been decided to enact a new and comprehensive legislation for compulsory primary education for the State as a whole.

There is no uniform pattern in the State for the administration of primary education. In the Mahakoshal areas, the Janapad Sabhas administer primary education while in the rest of the State, it is directly under the Education Department. It is now proposed to introduce a uniform pattern of administration for primary education in the State, broadly on the lines of democratic decentralization.

There is a separate section in the Directorate of Education for the production and selection of literature for teachers and students in primary schools. Textbooks in certain subjects in primary and middle schools have already been nationalized and further plans for

level. Except in the Mahakoshal region, teachers sent for training continue to receive their pay throughout the period of training. Provision for extension and guidance services has been made at four post-graduate basic training colleges. These have made a useful contribution towards raising the standard of teaching in secondary schools through in-service programmes of teacher education.

There are at present 26 multipurpose schools in the State. By the end of the Third Plan, i.e., by 1965-66, enrolment at the secondary stage is expected to rise to about 1.73 lakhs, 1.43 boys and 30,000 girls. Even with this expansion, however, the percentage of children enrolled in secondary schools to the total population of children in the age-group 14-17 would be 5.8 only in this State as against the all-India target of 15 per cent. The Third Plan also proposes to convert 26 higher secondary schools into multipurpose higher secondary schools—18 boys' schools and eight girls' schools. This will provide at least one multipurpose higher secondary school for boys in each district and at least one girls' multipurpose higher secondary school in each division. All remaining high schools will be taken up for conversion into higher secondary schools. Provision has also been made for the establishment of an additional training college with an annual intake of 128. There is a scheme to establish 44 new hostels (24 for boys and 20 for girls) during the Third Five Year Plan. A special scheme has been proposed for granting scholarships to poor but meritorious students. Only those students whose parental income is less than Rs. 500 per month and who secure a first class at the board or university examinations will be eligible for these scholarships.

University Education

The University of Sagar, established in 1946, has made considerable progress during the last fifteen years. Originally, its jurisdiction included the Mahakoshal area only; but it has since been extended to Vindhya Pradesh also. It has four faculties—arts, science, education, and engineering and technology—with 26 teaching departments and 45 colleges affiliated to it.

Three more universities have been established in the State since 1947. The Indira Kala Sangeet Visvavidyalaya, Khairaganj was established in 1956. It has one teaching department and seven

institutions affiliated to it. In 1957 was established the Jabalpur University whose jurisdiction extends to the district of Jabalpur only. It has faculties in arts, science, agriculture, commerce, education, engineering, home science, law, medicine and veterinary science. In 1960-61, it had six teaching departments and 19 affiliated colleges. In 1957, a fourth university was established in the State, viz., the Vikram University of Ujjain. All colleges in the Madhya Bharat and Bhopal regions are affiliated to the Vikram University. It has faculties in arts, science, agriculture, education, engineering, law, medicine, physical education, veterinary science and animal husbandry. In 1960-61, it had 46 colleges affiliated to it.

Owing to the establishment of these four universities, it has become possible to restrict the affiliation of colleges in the State to universities situated in the State itself. The three-year degree course has been introduced in all the colleges and scales of pay of university teachers have been revised. Except in technical colleges, no student was refused admission in any of the government colleges during the last two years. In 1955-56, there were six districts in the State without any facilities for higher education. Degree colleges have since been opened by the government in these areas. There is a popular demand for additional universities at Raipur, Gwalior, Indore and Rewa. It is therefore proposed to establish at least two more universities during the Third Plan. It is also proposed to open post-graduate and research departments in different subjects at the divisional headquarters. Three new colleges are to be opened. It is proposed to have hostels at the seven divisional headquarters with a capacity of 200 boys each. It is similarly proposed to have girls' colleges at the remaining two divisional headquarters during the Third Plan and six hostels at suitable places with a capacity of 150 girls each.

Technical Education

Technical education made significant progress in Madhya Pradesh during the Second Plan. There are at present six engineering colleges, which can admit 375 students for civil engineering, 175 each for electrical and mechanical engineering, 45 each for automobile engineering and tele-communications, and 15 each for mining and metallurgy. There are 13 polytechnics with a capacity

of 1,085, besides 11 very well-equipped vocational and technical schools.

Considering the vastness of the area of the State and its immense potential for industrial development, the figures quoted above are by no means sufficient for its needs. A fairly large programme for the development of technical education has therefore been visualized under which it is proposed to open fifteen additional polytechnics and five additional engineering colleges in the Third Plan. Each college will have an intake of 120. Five junior technical schools will be opened as also technical institutions for women, one at each of the divisional headquarters. The courses proposed for women's institutions include confectionery, hosiery, weaving and dyeing, tailoring, calico printing, fruit preservation, preparation and preservation of food and cottage industries. The demand for technical personnel is so great that the question of any unemployment among trained technical personnel does not arise. A large number of trained persons from other states, on the other hand, have found employment in the State.

Girls' Education

Owing to historical and social reasons, education of girls has lagged behind considerably in Madhya Pradesh. The overall position of girls' education in 1955-56 was not very satisfactory. There were only eight colleges (six for general education and two for professional and special education), 65 high or higher secondary schools, 154 middle schools, 1,389 primary schools and 170 special schools for girls in the State. The enrolment of girls was 2,576 at the university stage, 7,047 at the secondary stage, 26,274 at the middle stage, 2,46,324 at the primary stage, 4,870 in special schools and 1,076 in professional and vocational schools. The total enrolment of girls was only 2,89,818 as against 14,25,704 of boys.

During the Second Plan, an intensive effort was made to expand facilities for girls' education broadly on the lines recommended by the Government of India and the National Council for Girls' Education. A State Council for Women's Education has also been established. Composed of prominent social workers from all parts of the State, the Council, it is hoped, will enable the government to arouse and tap popular enthusiasm for girls' education. A

deputy director for women's education has also been appointed. She works as secretary for the State Council and is in overall charge of all programmes for the development of women's education.

By 1960-61, the number of girls' primary schools (including primary sections of middle schools) had risen to about 1,845, of middle schools to about 233, of high schools to six and of higher secondary schools to 124. Enrolment of girls at the primary stage has risen to 4.49 lakhs. At the middle stage, it has gone up to 49,322 and at the secondary stage to 25,062. Compared to the task that lies ahead, these figures leave much to be desired. They do however imply considerable advance over the situation in 1947.

It is proposed to emphasize girls' education to a still greater extent in the Third Five Year Plan. The enrolment of girls at the primary stage is proposed to be increased to 10 lakhs, at the middle stage to 80,000 and at the secondary stage to 15,000. Special emphasis is also proposed to be laid on the recruitment and training of women teachers and on the construction of residential quarters for them and hostels for girls at the secondary and university stages.

Social Education

Programmes of social education are being developed as part of the community development programmes. The entire area of the State has been divided into a number of community development blocks, each block covering about 100 villages with a population of 65,000. In view of the complexity of problems and low density, special multipurpose blocks with a smaller population have been created in the tribal areas. In each block there is a special functionary, the social educational organizer who is principally in charge of the development of social education programmes. Another functionary, the Mukhya Sevika, looks after social education programmes for women. Considering the prevailing extent of illiteracy and the magnitude of the problem as a whole, the work done so far is like a drop in the ocean.

The State has undertaken a programme for the development of libraries. Five regional libraries at Bhopal, Indore, Jabalpur, Rewa and Gwalior are functioning in the State. A number of district libraries have been developed during the Second Plan. Additional

grant for books and equipment have been provided for the existing libraries in the Third Plan.

Teaching of Science

In the revised curricula of primary and secondary schools, adequate emphasis has been placed on the teaching of science. A pilot project for the improvement of teaching of science in primary schools has been taken up under the centrally sponsored scheme of the Government of India. A science consultant from Class I cadre of the State Educational Service has been appointed and put in charge of the experiment. The experiment is being tried out in all primary schools of the State.

In every higher secondary school, two out of six teachers are meant for science. Government schools have been adequately equipped for science and grants-in-aid to the extent of 75 per cent of the actual expenditure have been given to non-government schools for providing facilities for the teaching of science. Most of the higher secondary schools in the State offer facilities for this subject. There is a great dearth of science graduates to work as teachers in secondary schools and training institutions. It is therefore proposed to pay special attention to the personnel problem in the Third Plan.

Facilities for the study of science at the university stage are also being increased.

Scholarships and Freeships

Scholarships are awarded in secondary schools on the basis of merit-cum-poverty. Freeships are provided on a more liberal scale. Children of government servants or employees of local bodies are entitled to free education if their parental income is less than Rs. 100 per mensem and to a half freeship if their monthly income does not exceed Rs. 200 per mensem. Education between the age-group 6-14 is completely free.

Physical Education

Physical education forms an integral part of the primary and secondary curriculum. In order to train teachers of physical education for secondary schools, a college of physical education is maintained at Shivpuri. It was strengthened and developed during

the Second Plan. Facilities for physical education are provided at the collegiate stage also.

A beginning with the medical inspection of school children has been made in the urban areas. Defects found in the course of medical inspection are recorded and communicated to parents. The follow-up work however is not very effective. In the rural areas, it has not been possible to organize any programme of medical inspection as yet.

Games and Sports

There is a State Olympic Association with branches at divisional and district levels. An officer of the Directorate has been placed in special charge of school games and sports. The State organizes tournaments every year at the district, divisional and state levels for which an amount of Rs. 200, Rs. 500 and Rs. 11,000 respectively is sanctioned every year. Teachers who are good in games are deputed to coaching camps organized by the Government of India. So far teachers have been deputed to the coaching camps for basketball, badminton, volley-ball, wrestling and table-tennis held at Patna, Bombay, Patiala, Madras and Lucknow respectively. Selected teams and students are sent to participate in All-India Meet organized by School Games Federation.

Scouting and Guiding

There is a state council of scouts and guides and the number of scouts and guides at present is 15,160 and 5,290 respectively. Every year, a number of training camps, scout camps and Shramdan camps are organized and a Scout Week is observed throughout the State. On the whole, scouting and guiding are quite popular.

NCC and ACC

The organization of National Cadet Corps was started with a view to inculcating a spirit of discipline and leadership among the youth of the country. The movement has made good progress. The present strength of junior troops in Madhya Pradesh is 204 with 199 NCC officers and 6,673 cadets. ACC is very popular at the secondary stage. There are at present about 920 sections of the ACC with 46,000 cadets.

Pre-primary Education

Pre-primary education is being developed mostly by voluntary organizations. The number of pre-primary schools was only four in 1947 ; it increased to 169 in 1960-61 with 11,746 pupils (5,765 boys and 5,981 girls). The private management and local bodies controlling these institutions receive generous grant-in-aid from the State Government. The teachers are mostly women. There are two institutions in the State for the training of pre-primary teachers—one run by the government at Jabalpur with an intake of 60 and the other run by a private agency at Indore also with an intake of 60.

During the Third Plan, it is proposed to start 35 government pre-primary institutions in selected towns and cities. An equal number of non-government institutions will also be opened. These will receive grant-in-aid from the government on 75 per cent basis. The total number of government and non-government pre-primary schools by the end of the Third Plan is expected to increase to 239. These institutions will provide facilities for nearly 17,000 children in the age-group 3-6.

Education of the Handicapped

In 1947, there were only two institutions for handicapped children. The number of these institutions has since increased to four (two at Indore, one at Gwalior and one at Bhopal) with a total enrolment of 191. These institutions get grants-in-aid of the total value of Rs. 12,500 from the State Government. A few scholarships are also given to students residing in hostels.

Development of Hindi

Hindi is the official language of the State. Its use in official correspondence is being progressively increased. Hindi is also the medium of instruction in secondary schools and colleges up to the degree standard.

Propagation of Sanskrit

A Sanskrit Advisory Board has been established for the development of Sanskrit education. The Board has recommended that the syllabus for institutions imparting education in Sanskrit should be comprehensive and should, besides Sanskrit, include some of the

modern subjects. It has appointed a sub-committee to examine the syllabuses, textbooks, administrative and financial conditions of institutions imparting education in Sanskrit and to make recommendations for their reorganization and improvement. It has also recommended that the question of equivalence between degree and certificates awarded by these institutions and those awarded by other boards and universities should be taken up for examination immediately.

Sanskrit is a compulsory subject of study at the middle stage.

Audio-visual Education

A Board of Audio-visual Education was established in 1956 for the development of audio-visual education in the State. Audio-visual education has also been introduced as a subject in the teacher training colleges. Multipurpose higher secondary schools are equipped with projectors, tape recorders, cameras, charts and posters.

The Audio-visual Unit, which has been placed under a special officer attached to the Directorate, works in close association with the extension services departments of the training colleges at Bhopal, Raipur, Jabalpur and Dewar. The Unit undertakes *inter alia* the training of teachers in the use of audio-visual methods of education and in the handling of audio-visual equipment.

Education of the Backward Classes

According to the census of 1951, the population of scheduled castes in Madhya Pradesh was 3,490,761 and that of scheduled tribes 3,865,254 and the two together formed about 28 per cent of the total population. Economically and socially, these communities are very backward and special efforts are needed to spread education among them and to raise their standard of living. The problem is particularly difficult in the case of scheduled tribes, most of whom live in thinly populated forest areas which are difficult of access. The situation is aggravated by the fact that they speak dialects which have neither a script nor any literature.

The Government of Madhya Pradesh has created a Tribal Welfare Department to look after the education and welfare of scheduled tribes. As is well known, a narrow educational approach to this problem is not likely to succeed ; if good results are to accrue,

education must go hand in hand with general ameliorative measures for their social and economic betterment. This comprehensive approach is now being made by the Tribal Welfare Department. As a result of the measures adopted during the last fifteen years, some improvement in the condition of these people has become distinctly noticeable.

A number of measures have been adopted for the spread of education among these communities. Education up to the secondary stage is completely free for scheduled caste and scheduled tribe children. At the university stage, seats are reserved for them in institutions of higher education and almost all students at the post-matriculation stage are in receipt of scholarships awarded under the Government of India Scheme of Backward Class Scholarships. A number of hostels have been established where students from these classes are given free board and lodging. Assistance is also given in the form of books and clothing and towards examination fees. A large number of government posts are reserved for these people. There are also a number of Ashram schools which form an interesting experiment in the education of scheduled tribe children.

Administration

The State has had to face a series of difficult problems in organizing its Education Department. In the regions of Vindhya Pradesh and Madhya Bharat, the Department of Education had to be built up between 1947 and 1956 by the integration of the staff of several education departments of the erstwhile princely states which had merged into them. Hardly had this process been over when another process of integration began in 1956 immediately after the creation of the present State. The problems posed by this continued process of integration have taken a good deal of time and energy, and it is a matter of some gratification that most of these have by now been satisfactorily resolved.

The Education Department, as it is organized at present, is divided into two main branches—collegiate education and non-collegiate education. The collegiate education branch deals with all institutions of the university standard and with the four State universities. The Secretary to the Government of Madhya Pradesh in the Education Department is the head of this branch. The

non-collegiate branch is controlled by a Joint Director of Public Instruction (Technical) who looks after all technical education below the university level and a Director of Public Instruction who looks after all the other institutions.

At the state level, the Director of Public Instruction is assisted by three deputy directors, three assistant directors, one superintendent for textbooks, one science consultant, one superintendent for audio-visual board, one officer on special duty for planning and one assistant superintendent for textbooks. The State is divided into nine regions each of which is under an officer of the status of a Deputy Director of Public Instruction, although the actual designation varies from region to region. Under the divisional officers are the district inspectors of schools. Each district inspector is assisted by a number of assistant district inspectors of schools. For the inspection of girls' schools there are nine inspectresses of schools. They are responsible for the inspection of elementary schools. Secondary schools are inspected by the divisional officers.

Conclusion

It will be seen from the foregoing account that most of the areas now included in the State of Madhya Pradesh were educationally backward in 1947. This backwardness was general but was particularly marked in girls' education, secondary education and university education. The State was called upon to put in a Herculean effort for expanding and improving the existing facilities in the face of several handicaps such as the low economic standard of the people, small and scattered habitations, and a very large population of scheduled castes and scheduled tribes. In spite of these initial and continuing handicaps, the State has been able to achieve a good deal of expansion during the last 14 years, particularly during the Second Five Year Plan.

Despite its past achievements, it will not be possible for the State to wipe out all its deficiencies that are due to a century of neglect and under-development even by the end of the Third Plan. It is hoped that the drive for educational development started during the Second Plan will gather momentum during the Third Plan and education in Madhya Pradesh will soon be on par with other states of the Indian Union.

EDUCATIONAL STATISTICS OF MADHYA PRADESH

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	1	..	4	..
Boards of education	1	..	1	..
Colleges for general education				
Degree standard			71	7
Intermediate standard }	51	6	2	..
Colleges for professional and technical education				
Agriculture and forestry	3	..	5	..
Commerce	1	..	3	..
Engineering and technology	2	..	6	..
Law	2	..	5	..
Medicine	7	..	12	1
Teacher training				
Basic	1	..	67	5
Non-basic	4	1	1	..
Veterinary science .. ..	..	..	2	..
Others	2	..	2	..
Colleges for special education	9	1	34	3
Schools for general education				
Higher secondary schools				
High schools }	353	65	705	124
Middle schools			69	6
Basic	194	..	..	..
Non-basic	1,236	154	325	233
Primary schools				
Basic	1,110	1	2,737	2
Non-basic	19,873	1,388	25,044	1,843

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools ..	47	24	169	106
Schools for vocational and technical education				
Agriculture and forestry ..	21	..	12	..
Arts and crafts ..	23	5	62	13
Commerce ..	1	..	1	..
Engineering ..	4	..	12	..
Medicine ..	4	2	5	4
Teacher training				
Basic ..	28	2	46	5
Non-basic ..	11	5	2	2
Technology and industrial	28	5	..	..
Others ..	3	..	4	..
Schools for special education				
For the handicapped			4	..
Social (adult) education ..	2,755	170	1,872	156
Others			127	
TOTAL ..	25,775	1,829	33,531	2,514

N.B. Institutions for arts, crafts, technology and industry have been combined together.

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities ..	1,069	77	2,595	230
Arts and science colleges	27,144	4,008	30,682	3,589
Professional and technical colleges ..	3,818	312	16,388	1,729

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Special education colleges	1,292	402	4,408	2,363
Higher secondary schools			2,62,593	59,461
High schools	1,33,692	28,749	15,493	1,049
Middle schools				
Basic	45,002	3,268	72,964	7,023
Non-basic	2,58,455	42,586	4,15,720	80,381
Primary schools				
Basic	86,451	7,981	2,11,443	29,673
Non-basic	10,86,024	1,95,177	14,70,277	3,38,185
Pre-primary schools	..	3,466	1,564	5,921
Schools for vocational and technical education ..	8,471	1,045	10,772	1,683
Schools for special education ..	60,638	4,649	48,288	5,382
B. By stages/subjects				
General education (university standard)				
Research	54	10	38	2
M.A. and M.Sc. ..	1,199	125	2,823	375
B.A. and B.Sc. (Pass and Hons.) ..	3,765	533	15,350	2,587
Intermediate (arts and science) ..	8,127	1,367	4,826	369
Professional education (university standard)				
Agriculture and forestry	407	..	1,365	..
Commerce	3,302	23	5,988	9
Engineering and technology	865	1	2,987	9
Law	1,017	18	1,966	16
Medicine	1,030	126	2,390	413

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Teacher training				
Basic	64	15	4,972	1,193
Non-basic	575	177	181	124
Veterinary science .. ..	..	..	548	4
Other subjects	332	..	141	..
Special education (university standard)	599	181	2,971	1,560
General education (school standard)				
High and higher secondary	50,380	7,047	1,24,480	17,855
Middle	2,13,312	26,274	3,16,992	49,322
Primary	13,56,486	2,46,324	20,10,692	4,48,914
Pre-primary	3,621	1,651	11,746	5,981
Vocational education (school standard)				
Agriculture and forestry	541	..	386	..
Arts and crafts	733	233	2,369	594
Commerce	36	..	28	..
Engineering	664	..	1,965	..
Medicine	644	79	244	154
Teacher training				
Basic	3,512	367	5,266	805
Non-basic	843	228	74	74
Technology and industrial	1,448	125	..	..
Other subjects	236	44	440	56
Special education (school standard)				
For the handicapped			191	48
Social (adult) education	{ 61,730	4,870	41,654	3,808
Other subjects			8,144	2,379
TOTAL	17,15,522	2,89,818	25,73,217	5,36,669

N.B. Figures for technology and industry are combined with those of arts and crafts.

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc.	1,423	282
B.A. and B.Sc. (Pass and Hons.)	4,193	850
Professional (degree)	3,848	256
Matriculation and equivalent examinations	27,957	3,966

VI—Number of Institutions in Rural Areas

Item	Total	For girls	Total	For girls
Universities and colleges	..	..	31	2
High and higher secondary schools	65	..	298	5
Middle schools	1,088	20	2,033	63
Primary and pre-primary schools	19,130	1,059	25,932	1,451
Vocational and special schools	3,239	150	1,902	145
TOTAL	23,522	1,229	30,196	1,666

VII—Number of Pupils from Rural Areas

Item	Total	Girls	Total	Girls
Universities and colleges	6,570	107	9,159	477
High and higher secondary schools	47,786	2,685	80,498	3,085
Middle schools	2,57,685	26,171	3,66,568	38,811
Primary and pre-primary schools	10,11,323	1,46,964	13,28,743	2,45,837
Vocational and special schools	61,825	3,088	47,465	4,030
TOTAL	13,85,189	1,78,415	18,32,433	2,92,240

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I—V N.A. N.A. 20,10,692 4,48,914				
VI—VIII N.A. N.A. 3,16,992 49,322				
IX—XI N.A. N.A. 1,24,480 17,855				

IX—Some Selected Averages and Percentages

Item	1955-56	1960-61
Cost per capita on education (in rupees) N.A. 6·2		
Cost per pupil (in rupees)		
High and higher secondary schools 87·9 110·2		
Middle schools 46·6 52·6		
Primary schools 27·6 36·9		
Number of pupils per teacher in		
High and higher secondary schools 21 20		
Middle schools } 28 22		
Primary schools } 29 29		
Percentage of trained teachers in		
High and higher secondary schools 40·2 47·6		
Middle schools } 28·8 50·8		
Primary schools } 51·0		

N.A.—Not available

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total Rs.	On institutions for girls Rs.	Total Rs.	On institutions for girls Rs.
A. By sources				
Government funds				
Central ..	41,84,205	92,071	59,81,733	2,23,995
State ..	9,28,22,572	85,55,643	15,90,15,802	1,63,10,190
District board funds ..	40,33,171	1,57,400	48,42,593	3,55,650
Municipal board funds ..	24,96,672	4,59,568	33,35,820	10,00,735
Fees ..	90,91,116	6,70,197	1,68,74,649	14,57,292
Other sources ..	62,90,440	8,42,212	1,20,77,475	18,39,915
B. By type of institutions				
Direct expenditure on				
Universities ..	24,61,902	..	66,60,772	..
Boards ..	4,30,442	..	17,73,514	..
Arts and science colleges ..	63,70,657	3,86,032	1,29,29,981	10,16,144
Colleges for professional and technical education ..	45,94,445	95,499	1,33,17,983	2,32,536
Colleges for special education ..	2,80,719	69,345	10,81,876	3,47,534
High and higher secondary schools ..	1,17,51,388	21,09,017	3,06,52,798	60,55,371
Middle schools				
Basic ..	21,41,760	..	28,63,868	..
Non-basic ..	1,19,88,217	16,49,517	2,28,19,356	26,05,910
Primary schools				
Basic ..	20,50,849	8,959	68,01,514	29,377
Non-basic ..	3,02,73,742	34,60,606	5,53,35,078	63,21,972
Pre-primary schools ..	2,33,236	84,654	6,46,946	3,86,039

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
Vocational and technical schools ..	31,95,020	2,63,660	71,95,803	5,77,942
Special education schools ..	16,34,389	78,243	12,16,556	64,048
TOTAL (Direct) ..	7,74,06,766	82,05,532	16,32,95,995	1,76,36,873
Indirect expenditure on				
Direction and inspection ..	46,80,104	8,59,644	44,18,663	2,02,171
Buildings ..	2,17,34,656	8,10,148	1,87,47,207	16,25,300
Scholarships ..	74,58,990	4,91,469	1,04,48,506	5,75,020
Hostels ..	11,57,626	2,02,357	9,13,981	1,37,337
Other miscellaneous items ..	64,80,034	2,07,941	43,43,720	16,11,076
TOTAL (Indirect) ..	4,15,11,410	25,71,559	3,88,32,077	35,50,904
GRAND TOTAL ..	11,89,18,176	1,07,77,091	20,21,28,072	2,11,87,777

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	4,154	338
High and higher secondary schools ..			13,730	2,759
Middle schools ..	20,828	2,828	21,898	2,707
Primary schools ..	41,309	3,835	57,064	6,132
Pre-primary schools ..	240	213	415	392
Vocational and technical schools ..	N.A.	N.A.	1,131	124
Special schools ..	N.A.	N.A.	566	38

N.A.—Not available

CHAPTER 12

Madras

General

The State of Madras lies in the extreme south of the Indian peninsula. It extends about 500 miles from north to south and about 330 miles from east to west at the broadest end. The terrain consists mostly of level country, except in the west where it rises to great heights. The population is mainly concentrated in the plains, the hills having scattered habitations. Although the overwhelming majority of the population speaks Tamil, there are linguistic groups speaking other languages like Telugu, Malayalam, Kanarese, etc. Of the total population, 73 per cent live in about 18,000 villages of the State. As in other parts of the country, the rural population depends largely on agriculture. A few sections of the population are highly advanced—educationally and economically, while many others are very backward in both these respects. The scheduled castes and tribes number 52 lakhs and their educational advancement will call for the most strenuous efforts on the part of the government and the people of Madras.

In October 1953, the old Madras State was partitioned and the new Andhra State, comprising the districts of Srikakulam, Visakhapatnam, Godavari East, Godavari West, Krishna, Guntur, Cuddapah, Kurnool, Anantapur, Nellore, Chittor and a part of Bellary, was formed. The remaining portion of Bellary district was merged with Mysore State. The area of the residuary Madras State was 60,362 square miles and its population, according to the 1953 census, was 35,734,489 (17,710,244 men and 18,024,245 women). The State was again reorganized on 1 November 1956 with the formation of Kerala State. Consequent on this reorganization, the entire Malabar districts and the Kasargoda taluk of South Kanara district were merged with the new Kerala State; the remaining portion of the South Kanara district and the Kollegal taluk of Coimbatore district were merged with Mysore State; the Kanyakumari district of the former Travancore-Cochin State was integrated with the reorganized

Madras State. Again, consequent on the implementation of the award of Sri Pataskar, some of the villages of Ponneri and Tiruvallur taluks of Chingleput district and Krishnagiri taluk of Salem district were transferred to Andhra Pradesh and some villages of Tiruthani taluk of Chittor district were merged with the Madras State. The Madras State, as it stands today, comprises the districts of Madras, Chingleput, South Arcot, Thanjavur, Madurai, Ramanathapuram, Tirunelveli, Kanyakumari, North Arcot, Salem, Tiruchirapalli, Coimbatore and the Nilgiris. Its area is 50,331 square miles and, according to the 1961 census, its population was 33,686,953 16,910,978 men and 16,775,975 women).

The total revenue of the State for 1960-61 was Rs. 9,044.41 lakhs. The amount spent on general education during the year was Rs. 2,130.04 lakhs, which works out at 23.55 per cent of the total revenue.

Development of Education before 1947

In 1826, Sir Thomas Monroe, the then Governor of Madras, constituted a board to organize a system of public instruction in the State. It had authority to establish two principal schools in each collectorate and one junior school in each taluk and also to enquire into and report on the measures to be adopted for the general advancement of education. The progress of education during the next 30 years was very slow. A real fillip to education was given only in 1855 when a Department of Public Instruction was instituted and Sir Alexander Arbuthnot appointed as the first Director of Public Instruction in Madras. In the same year, a set of grant-in-aid rules was published with the object of assisting private enterprise in education.

The next important landmark in the educational history of the State was the introduction of the Town Improvement Act and the Local Board Act of 1871. The local bodies that were created as a result of these Acts received appropriations which they were at liberty to utilize for a number of constructive purposes, including education. Consequently, schools were established in most 'unions', which consisted of one or more villages so situated that a school was not more than two-and-a-half miles from the house of any rate-payer. In 1911, the government decided to subsidize the opening of new elementary

schools in villages having more than 500 inhabitants. In pursuance of this policy, liberal subsidies (out of the imperial grant of 50 lakhs) were sanctioned to district boards and municipalities to enable them to open new elementary schools for boys and girls.

The passing of the Government of India Act in 1919 which brought in diarchy was an important event. Under this Act, education became a transferred subject under the control of a minister answerable to the legislature. However, finance was listed as a reserved subject to be administered by a member of the Governor's Executive Council. Notwithstanding this handicap, the Government of Madras passed the Madras Elementary Education Act, 1920, which inaugurated a new era in the history of elementary education in the province. The Act provided for the levy of an education cess on land tax or property tax, and for an equal contribution by the provincial government to each local body for the advancement of elementary education. There was also provision for the introduction of compulsion in suitable areas with the previous sanction of the provincial government. The District Municipalities Act and the Local Boards Act came into force during the year 1920. These Acts afforded greater freedom to local bodies in the matter of finance. They also removed elementary education from the purview of district boards and entrusted it to taluk boards and municipalities. Moreover, under the provisions of these Acts, the power of according recognition to aided elementary schools (which had hitherto vested in the Education Department) was transferred to the district educational councils, which were *ad hoc* bodies formed under the Elementary Education Act. This scheme of decentralization was not however very successful. The taluk boards were consequently abolished in 1934 and elementary schools went back to the care of the district boards.

The year 1939 saw the abolition of the district educational councils and the transfer to the departmental officers the power to recognize schools and sanction grant-in-aid to privately managed schools. By 1947, the State had made good progress in primary education, its principal achievements in this field being (1) the holding of an educational survey as early as 1924 and the provision of schools for a large number of habitations; (2) large enrolment of children in the age-group 6-14; (3) increased enrolment of girls;

(4) increase in the proportion of trained teachers, and the improved quality of training provided in training institutions ; and (5) the creation of an efficient inspectorate for the supervision of primary schools.

The progress of secondary and higher education during this period was also very satisfactory. Voluntary effort, both missionary and Indian, began early and grew very rapidly. During the early phases of their history, the growth of both secondary and university education depended almost entirely on voluntary effort.

In secondary education, the developments in Madras were similar to those in other parts of India. The matriculation examination of the Madras University dominated the entire school course until it was replaced by a secondary school leaving examination ; and although the expansion of secondary schools was rapid, most of the institutions were of the academic type which prepared the students either for the university or for clerical jobs. These defects apart, the secondary schools of this period were distinguished by four features: low costs ; general efficiency, particularly in English ; good general education and professional training of teachers ; and a much larger extent of diversification of courses than in several other parts of the country.

A word about higher education. The University of Madras was established in 1857 with the universities of Calcutta and Bombay. It began as an affiliating university and it was only in the present century that it assumed teaching functions. The second university in the State, the Annamalai University, was established in 1929. By 1946-47, a large number of colleges of general and professional education had been established and much expansion in higher education had already taken place.

Primary Education

The expansion of educational facilities had begun in the post-war period ; but it was not until the attainment of independence that the movement gained momentum. The year 1948-49 began with 15,303 elementary schools in the districts composing the present Madras State, excluding Kanyakumari district. During 1960-61, the number of elementary schools in the State was 27,234. This increase of about 12,000 elementary schools in a little more than

a decade is the most remarkable feature of educational development in the State during this period. Today, every village with a population of 300 and over has an elementary school.

At the beginning of the year 1948-49, the number of pupils in all the elementary schools in the present Madras State (excluding Kanyakumari district) was 16,31,849. At present, the total number of pupils in all elementary schools (including Kanyakumari district) is 36,04,246. The percentage of enrolment in the age-group 6-11 is 98.8 for boys, 65.9 for girls and 85.5 for both. A very important factor in this great spread of education has been the provision of free meals for school children.

School Meals : As education spread, more and more poor parents desired to educate their children. But abject poverty stood in the way of sending their children to school. Past experience had shown that penal provisions are ineffective as a means of enrolling poor children. Other means therefore had to be found. One such means is the provision of midday meals. It has been found very effective as an incentive for attendance. The measure has been applied extensively throughout the State. The government's share is limited to recurring expenditure and does not exceed six paise per meal per day. The local community has to meet the balance of recurring expenditure amounting to not less than four paise per meal per day, and the entire non-recurring expenditure. The Government of India meet 50 per cent of the State Government's expenditure on the scheme. The scheme covers 26,303 elementary schools (out of a total of 27,108) and as many as 103 lakh children benefit from the scheme. (The number includes the children fed entirely out of government or corporation funds without any local voluntary contribution).

School Uniforms : As school after school organized the supply of free midday meals, the attendance of children at these schools showed improvement. But even in centres, where provision for midday meals was made on a large scale, it was found that a number of children, particularly girls, felt shy of school for want of proper clothing. Lack of suitable clothes kept away many a child, who was otherwise quite willing to attend. In recent months therefore efforts have been made in a concerted manner to organize the free supply of clothing to poor children. The response of the people to this

movement has been very favourable, partly because the idea of Vastradan is old and familiar, and partly because the beneficiaries are school children. The people are coming forward generously to provide free clothes to poor children.

A further development in the free clothing scheme has been the idea that children in receipt of free clothing should wear the same uniform. Even when the number of children wearing such uniforms is small, it has a great effect on the tone of the school. A few children coming in uniform have often succeeded in persuading others to adopt it. As many as 3,45,774 children have received gifts of at least one uniform. The total value of the gifts received by 1960-61 amounts to Rs. 19 lakhs. The local communities are now being requested to provide at least two sets of clothes to every child so that he can afford a change.

School Improvement Movement : A large number of elementary schools in the past suffered for want of suitable accommodation, equipment, teaching aids and other facilities necessary for efficient instruction. It was clear that such deficiencies could never be made good fully and quickly, if one were to depend solely on the resources of the government and the local bodies. It was decided therefore to tap for this purpose the resources of the local community.

The idea was first tried out in February 1958 in a small area in Chingleput district. A detailed and elaborate survey was first made of the conditions and requirements of every single elementary school in that area. The teachers of each school were then asked to make informal contacts with the people of the area, explaining to them the basic needs of the local school. Everywhere the community came forward to assist the local school. Projects to the value of Rs. 15,000 were undertaken and gifts in kind and cash amounting to Rs. 1,300 were presented at the first School Improvement Conference of this area.

The striking success of this experiment and the enthusiasm exhibited by the people encouraged the extension of the movement to other parts of the State. Between February 1958 and March 1961, 138 such conferences had been held in different parts of the State. A total number of more than 1,50,000 projects of school improvement have been undertaken by the people themselves. The total value of the schemes is estimated to exceed Rs. 646 lakhs. Schemes worth

Rs. 443 lakhs have been carried out. What is most significant about this movement is not the donations given by the rich, but the fact that it is a people's movement to which every individual, rich or poor, literate or illiterate, is keen to contribute according to his means.

Stagnation and Wastage : Irregular attendance, inadequate attention and ineffective teaching at school are some of the well-known causes of stagnation. Stagnation leads to frustration and results in premature withdrawals called wastage. Inadequate attention and ineffective learning on the part of the child have often stemmed from lack of adequate food and proper educational facilities at home. It is futile, for instance, to expect a child to concentrate on his lesson when he is hungry. Teaching in elementary schools has also been ineffective because these have never been equipped properly for their day-to-day work. Often the school may have no chart, map or model and sometimes even the blackboard is missing! It is hoped that the provision of free meals, free books, free uniforms and adequate equipment will go some way in controlling the twin evils.

Compulsory Primary Education : The measures relating to free meals, free books, etc., described above can also be expected to help in the achievement of the two objectives of compulsory education, namely, universal enrolment and universal retention.

It is important to remember that the idea of compulsory education is not new. The Madras Government had, as far back as 1920, enacted an Elementary Education Act which provided for the introduction of compulsion. The initiative in introducing compulsion in any area under this Act was left to the local authority concerned. Taking advantage of this provision, compulsion was actually introduced in seven municipalities as early as 1922-23. It was progressively extended to more municipalities and rural areas and there were, in 1947-48, 1,831 towns and villages under compulsion in the composite Madras State.

However, it is to be admitted that this early attempt at compulsion did not succeed ; the number of defaulters was too large to be tackled effectively by the penalties in force. The problem is colossal and the government feels that despite the constitutional directive which enjoins upon each state to endeavour to provide,

within ten years of the commencement of the Constitution, free and compulsory education for all children up to the age of 14, the goal can be reached only in stages. It has therefore been decided to provide free and compulsory education for the age-group 6-11 in the first instance.

For this purpose the habitations in the State have been divided into three groups, each covering approximately one-third of the population. During 1960-61, compulsory primary education was introduced for the age-group 6-7 in one of the three groups of habitations. This will be extended in that area to the age-groups 7-8, 8-9 and so on in the succeeding years.

Although compulsion for the present has been restricted to the age-group 6-11, provision for increased enrolment at the next higher stage, i.e., 11-14, has also been made by the opening of standards VI, VII and VIII in a large number of elementary schools. In 1960-61, there were 3,523 higher elementary and senior basic schools catering for children in the age-group 11-14.

In view of the prevailing hunger for education and the proved possibility of midday meals, free supply of books, slates and uniforms and of programmes of school improvement through voluntary effort, it is hoped that the programme of compulsion will succeed much better than in the past.

Pattern of Elementary Education: Formerly, the Primary stage of education consisted of five years from standards I to V followed by a course of three years, called standards VI to VIII, if it formed part of or was a continuation of a primary school, and forms I to III, if it formed part of a secondary school. The syllabuses for standards VI to VIII and forms I to III were not identical in all respects. As recommended by certain important committees however it was decided in 1957 to do away with this parallelism and to have only one integrated course of seven years for the first stage of education. Under the revised pattern, a common syllabus is followed during the first seven years of schooling throughout the State. One notable feature of this syllabus introduced in 1960-61 is the compulsory study of English right upwards from standard V.

Teachers: Good buildings, standard equipment, well-fed children and sound syllabuses do not by themselves make for good

education. The key to the whole business of teaching and learning is the teacher. Nothing good can happen in the school unless the teacher is contented and commands the respect due to him. The Madras Government has been fully alive to this problem and has in recent years paid special attention to the improvement of the status and the service conditions of the teacher.

The triple benefit scheme for elementary school teachers was introduced in 1955. Under the scheme, every teacher is entitled, in addition to the government contribution to his provident fund account (which he was already eligible for), to a pension on retirement. It is also compulsory for him to take out an insurance policy for a minimum amount depending on his salary. This scheme of provident fund-cum-pension has since been extended to teachers in all types of recognized schools. Education up to the end of the high school stage for children of teachers in all types of schools has also been made free.

Though revisions in the salary structure of teachers have been made from time to time, the revision of pay scales of teachers (under all managements), from the school year 1960-61 has been the single most important revision so far, and has resulted in a marked increase in their emoluments. The salaries of teachers in Madras, it need hardly be recalled, were always lower than in many other parts of the country ; now they compare favourably with scales of pay in other states.

The introduction of teachers' service registers to record the history and terms of contract between teachers and their managements, the tightening-up of rules relating to service conditions and the provision for appeal against unjust treatment, have improved the morale of the teacher and added to his general sense of security.

Basic Education

A beginning was made with basic education in 1947-48 when it was introduced in 17 elementary schools. Since then it has spread steadily. Despite the fact that a fair number of basic schools had gone over to other states on account of the reorganization of states in 1953 and 1956, there were 4,004 basic schools with an enrolment of 4,08,181 boys and 2,63,215 girls at the end of 1960-61. Conversion of elementary schools into basic schools and the necessary re-training

of ordinary teachers in basic education have gone on steadily over these years.

One of the most constructive steps taken to promote basic education is the publication of 29 reading books—not textbooks—for grades II to V. It is proposed to bring out at least 50 such books. A guide to the use of these books for basic school teachers has also been published. Another significant step is the re-training, on the lines of basic education, of all gazetted officers who are or are likely to become inspecting officers of basic schools.

As the process of conversion of elementary into basic schools has necessarily to be spread over a period of several years, it was decided to orient the elementary schools to the basic pattern by holding periodical seminars for the teachers of elementary schools.

A government post-graduate basic training college has been functioning since 1957-58. It is affiliated to the University of Madras.

Secondary Education

While there are programmes for compulsory and free education up to standard V, it has to be admitted that this is hardly the level of education that will meet adequately the requirements of the future citizens of this country, and for the age in which they will have to live and play their part. It is necessary that more and more students should continue their education till they complete at least the secondary course. Towards this end, a large number of new high schools have been opened all over the State during the Second Plan.

In 1947, the number of secondary schools for the districts composing the present Madras State was 471. It has since increased to 1,257. The new high schools and the additional sections opened in the existing schools have made possible the increase in enrolment in these schools, and the strength as on 31 March 1961 was 4,92,604 boys and 1,96,568 girls. A most gratifying feature of this expansion has been that most of the new schools are located in the rural areas.

One important reason for the recent increase in enrolment at this level has been the extension of fee concessions to a large number of children. Education is free up to standard VIII or form III for all poor children, irrespective of caste. It is also free up to the SSLC

stage for a large majority of poor students whose parents belong to certain occupational classes. A proposal to make education free up to the SSLC stage for all poor students, irrespective of class or occupation, is under active consideration.

Liberal provision of scholarships and free midday meals in a number of high schools too have contributed in no small measure towards the stepping up of enrolment at the secondary stage. During 1960-61, the number of scholarships awarded was 64,950, the total value of the awards being Rs. 20,28,511.

Pattern of Secondary Education : Secondary schools ordinarily consist of forms I to VI leading up to a public government examination at the end of the school course.

The Madras Government has accepted the principle that the duration of the entire school course including both the elementary and the secondary stages should be 11 years. The elementary stage which provides for an integrated course of seven years is to be followed by four years of higher secondary education. At the post-elementary or the higher secondary stage, there is provision for an academic stream and for a number of diversified courses like engineering, textile technology, agriculture, secretarial course, home science, etc. So far, 280 high schools have been converted into multipurpose schools by the introduction of at least two elective courses in addition to the academic course. Under the three-language formula which has been accepted by the State Government, academic students have compulsorily to take an examination in three languages, *viz.*, the regional language or the mother tongue, Hindi or any other Indian language (not taken under the regional language group) and English or any other non-Indian language. The study of core subjects like mathematics, social studies and general science is compulsory. There is no provision in this State for the teaching of science as an elective course.

Medium of Instruction : The regional language is ordinarily the medium of instruction in high schools. However, the linguistic minorities in Madras State have been given the right to educate their children through their own mother tongue, provided a specified—fairly low—minimum strength for each stage is available. In fact there are as many as seven other media, besides the regional language, being used at this stage.

Grant-in-aid : Madras State has always followed the policy of allowing different types of management to run schools, elementary or secondary. Consequently, the number of government schools at both the primary and secondary stages is quite small. A large number of schools both primary and secondary is run by local authorities, like district boards, municipalities, Panchayats and Panchayat unions. A fair number is also run by private managements like missions, religious denominations, corporate bodies and even individuals. A most important recent development in the manner of school management has been the constitution of Panchayat unions for each development block which are now taking over the management of all district board schools in their areas.

The existence of a fair number of privately managed schools in the State has necessitated provision of grants-in-aid to such institutions. Aided elementary schools receive every month the entire salary and dearness allowance of the teachers as teaching grant from the government. In addition, they receive a maintenance grant annually towards their maintenance and upkeep. For aided secondary schools, the net expenditure is borne by the management and the government in the proportion of 1 : 2.

Teacher Training : There are three grades of teacher training. The minimum educational qualification required for the lowest grade is a pass in from III or standard VIII. This is called the elementary grade. If the pattern of training is basic, it is called the junior basic grade. The minimum educational qualification for the next grade is a pass in SSLC or matriculation examination. This is known as the secondary or senior basic grade, depending on the pattern of training. For the highest grade of training, the minimum admission qualification is a degree of a recognized university.

The duration of the first two grades of training is two academic years each. The duration of the post-graduate training course is one academic year. The elementary and secondary grade teachers—junior and senior basic teachers as well—are mostly meant for elementary schools while the trained graduate teachers are meant for the high schools.

The present provision of facilities for training teachers of all grades may be considered to be fairly adequate. As against 156 training schools (including 76 for women) in the composite State of

Madras in 1946-47, there are 146 training schools (including 61 for women) for the present State which is much smaller in size. These institutions turn out some 85,000 teachers every year. As regards training colleges, their number today is 17 (including four for women) as against only six in 1947 for the much bigger Madras State. The annual out-turn of these institutions exceeds 1,300 trained teachers.

A monthly stipend of Rs. 18 each is given to trainees of the secondary, junior basic and senior basic grades. Elementary grade trainees get a monthly stipend of Rs. 12 only.

Because of the increased provision of training facilities and stipends to trainees, Madras is today in the fortunate position of having 96.7 per cent of its teachers trained in the elementary schools and 90.4 per cent trained in the secondary schools.

University Education

The Madras University which was founded in 1857 is one of the oldest universities in India. Over the years, the popular desire for higher education has grown to enormous proportions and new universities have had to be started. By 1947, two more universities came into being, namely, the Andhra University and the Annamalai University. Consequent upon the partition of the old Madras State in 1953, the Andhra University went over to Andhra State, leaving the present Madras State with two universities, namely, Madras and Annamalai.

Madras University: The Madras University has developed steadily for nearly a century. Its expansion during the brief period following 1947 has however been more spectacular than before. There were only 19 colleges for men with a total strength of 15,429 in 1947. In 1961, there were as many as 57 colleges for men, with a strength of 32,150. The expansion in women's education has been even more striking. As against five colleges for women in 1947 with a strength of 1,236, there were in 1961, 15 colleges with a strength of 8,380. Facilities for professional instruction in education, engineering and medicine have also undergone considerable expansion.

The number of general and professional colleges in the Madras University during the year 1960-61 is shown in Table 82.

TABLE 82: NUMBER OF PROFESSIONAL COLLEGES IN MADRAS (1960-61)

Professional colleges		For men	For women
Arts, science and commerce	..	57	15
Education	..	12	4
Engineering	..	8	..
Medicine	..	6	..
Agriculture	..	1	..
Veterinary science	..	1	..
Law	..	1	..
Physical education	..	2	..
Music	..	2	..
Oriental learning	..	14	..

Until 1956, education in the Madras University consisted of an intermediate course of two years, followed by a two-year degree course or a three-year honours degree course and a post-graduate course of two years after the first degree. The university decided to change this pattern by abolishing the intermediate stage in 1956-57 and the honours degree courses in 1958-59. The reorganized pattern consists of a one-year pre-university course followed by a degree course of three years and a post-graduate course of two years after the first degree.

The main faculties of the university are: faculty of arts, comprising the departments of languages other than English, philosophy, psychology, history, economics, politics, geography and journalism; faculty of science, comprising the departments of mathematics, statistics, physics, chemistry, botany, zoology, physiology, geology, home science and anthropology; faculty of oriental learning, comprising the departments of Tamil, Sanskrit, Oriya with Marathi, Hindi, Bengali, Burmese, Sinhalese, Hebrew with Syriac, Arabic, Persian, Urdu, Telugu, Kannada and Malayalam; faculty of fine arts, comprising the departments of drawing,

painting and sculpture, Indian music and western music ; faculties of law, medicine, engineering, agriculture, veterinary science, technology and commerce.

There are 21 university departments of study and research relating to the humanities, sciences and languages.

Apart from teaching and research, extension lectures for the benefit of the general public, and vacation lectures and refresher courses for the benefit of school teachers are also organized regularly by the university.

The medium of instruction in all subjects except languages, is English. There is however provision in the regulations of the university to permit colleges to teach the optional subject under part III of the B.A. degree courses in an Indian language after due notice to the university. This provision has been taken advantage of by the Government Arts College, Coimbatore by changing over from 1960-61 to Tamil as the medium of instruction for the three-year degree course in the humanities.

Annamalai University : The Annamalai University, which was established in 1929, owes its foundation to the foresight and philanthropy of the late Dr Raja Sir Annamalai Chettiar of Chettinad. Unlike the Madras University, it is a unitary residential university and has no affiliated colleges. Prior to 1947, it had four faculties: (i) faculty of arts, comprising the departments of English, history, politics, economics and philosophy, (ii) faculty of science, comprising the departments of mathematics, physics, chemistry, botany and zoology, (iii) faculty of oriental learning, comprising the departments of Tamil, Sanskrit and music, and (iv) faculty of engineering and technology.

The post-independence period has seen the creation of the following new departments: department of research in Tamil language and literature ; department of sociology ; department of commerce ; department of agriculture ; department of geology ; department of statistics ; department of fine arts and department of education.

The pattern of education was reorganized in 1957-58 when, as in the Madras University, the intermediate stage was abolished and the pre-university course introduced. The latter is followed by a three-year degree course.

Professional and Technical Education

The number of medical colleges (allopathic) in the State in 1960-61 was four and the total number of scholars under instruction was 2,890 men and 792 women. The course of studies leading to the degree of Bachelor of Medicine and Surgery is of five-and-a-half years' duration, including one year of the pre-medical course. Medical colleges are under the administrative control of the Director of Medical Services.

The Madras Veterinary College is the only institution of its kind in the State. It is affiliated to the University of Madras and teaches for the Bachelor's and Master's degrees in veterinary science. The Bachelor's course extends over a period of four years and the Master's over two years (after the Bachelor's degree). The strength of the college in 1960-61 was 637 men and six women.

There is one agricultural college in the State. It is situated in Coimbatore and offers the following degree courses: three years' Bachelor of Science (agriculture); post-graduate M.Sc. and Ph.D. by research and post-graduate M.Sc. by examination. The strength of the college in 1960-61 was 586 men and 22 women.

The intake of engineering colleges has increased from 512 in the pre-independence period to 1,157 in 1960-61. In 1960-61, there were eight engineering colleges affiliated to the Madras University, in addition to the engineering department of the Annamalai University.

The number of polytechnics, which was eight with an intake of 710 before independence, has since increased to 23, with a total strength of 6,648. On a lower level, there were 54 industrial schools and 17 schools for arts and crafts in 1960-61.

Social Education

While attending to the educational needs of the younger generation, the government has not neglected those of adults. A three-year course for adults has been in operation for some time now.

With a view to providing neo-literates with suitable reading material, special literary workshops have been organized. Out of the books produced in these workshops, 44 have been published so far and have proved very popular.

The Madras State was the first to pass a Public Library Act in 1948 which set forth the principles for the expansion of the library movement in the State. The Act provided for the constitution of a local library authority for each district. Each district authority, the city of Madras excepted, was provided with separate funds derived from the library cess of six pies (three paise) per rupee on property or house tax collected by local bodies, augmented by an equal contribution by the State Government. This organization has enabled the establishment of a district central library in each district and of a network of branch libraries in centres with a population of 5,000 and over and delivery stations in several villages with a population of 1,000 and above. In 1954, the number of branch libraries in the State was just one and there were no delivery stations at all ; during 1960-61 there were 1,558 public libraries and 597 delivery stations in the State.

Girls' Education

At the primary stage, the State follows a policy of co-education. Separate primary schools for girls were abolished in 1948 and all primary schools thrown open to all children, regardless of sex. This policy has worked quite satisfactorily at this stage. The approach at the secondary level is different, provision of separate schools for girls being the accepted policy. However, girls are free to join boys' schools, wherever separate schools for them are not available.

To stimulate the enrolment of girls, special fee concessions and scholarships have been awarded in large numbers both in elementary and secondary schools, and subjects like domestic science, dancing and music, drawing and painting, have been introduced in several girls' high schools. In 1960-61, there were 222 secondary schools, 61 training schools, 15 colleges for general education and four training colleges exclusively for women. It has also been proposed to construct 327 quarters for women teachers in rural areas with a view to enabling them to serve in remote villages which lack housing facilities.

Physical Education

From the beginning, the authorities have attached great importance to physical education. Adequate provision of playground

facilities is an essential condition of recognition for a high school and managements are required to collect a special games fee to provide for games and athletics. The appointment of qualified physical training instructors in secondary schools has also been insisted upon. Interest in physical education has been further stimulated by the organization every year of sports and games competitions at the district and state levels in connection with the Republic Day celebrations. The government sanctions annually a sum of Rs. 1,50,000 for these competitions.

There are three colleges of physical education in the State for training physical training staff for colleges and high schools.

Adequate attention has been given to scouting, guiding and junior Red Cross activities in schools. These activities have helped children to develop self-reliance and a spirit of social service. In 1950, all the scout and guide organizations that existed in the State were merged to form the Bharat Scouts and Guides. This is now the sole organization devoted to the promotion of scouting and guiding in the State.

NCC and ACC

National Cadet Corps units were formed in this State in the first year of the inception of the Corps in 1949. The army wing, the air wing and the naval wing are all represented in the educational institutions of the State. Several girls' colleges and a large number of girls' high schools have girls' divisions of the NCC and ACC. The two Corps are extremely popular in schools and colleges. The number of high schools with junior divisions of the NCC is 250 while almost all colleges have a senior division each.

Medical Inspection

Medical inspection is compulsory in the pre-university class and in the first year of the degree course in colleges. In addition, several colleges have provided a scheme of free medical attendance to their students. In high schools, medical inspection is permissive ; and managements are allowed to levy a special fee for this purpose. There is no scheme of medical inspection of pupils in elementary schools, excepting those under the Madras Corporation.

Education of Scheduled Castes, Scheduled Tribes and Backward Classes

A separate department has been specially set up under the name of the Harijan Welfare Department to look after the welfare of the scheduled castes, scheduled tribes and backward classes. The main functions of this department are the maintenance of schools, provision of scholarships and grants for boarding, provision of books and clothing, and maintenance of free hostels for the benefit of children of these classes. There are 1,228 elementary and basic schools maintained by the department with an enrolment of 83,001 boys and 47,473 girls.

All scheduled caste children studying in the Harijan welfare schools are given free midday meals. The department also maintains for scheduled castes and tribes a high school for boys and a high school for girls. Scheduled caste children are admitted without any discrimination to all schools, public and private. In 1960-61, the total number of scheduled caste students studying in all types of institutions was 6,26,833 (4,19,215 boys and 2,07,618 girls).

There were 57 elementary schools meant specially for scheduled tribe children with an enrolment of 3,551 boys and 1,657 girls. Scheduled tribe children have free access to all other schools also, the total number of pupils of the scheduled tribes reading in all types of institutions being 10,578 boys and 5,439 girls.

There were 462 elementary and basic schools meant chiefly for some of the backward communities. The total number of backward class pupils reading in these and other schools was 12,98,646 boys and 6,91,417 girls.

Pre-primary Education

While concentrating on children of school-age, the importance of pre-primary education has not been overlooked. There were 29 schools in the State in 1960-61 for pre-primary education. There are also four training schools for the training of teachers of pre-primary schools.

Education of the Handicapped

There are 14 schools in the State for the handicapped, five for the deaf and dumb, five for the blind, and four for the crippled. The

total number of students in them was 1,155 boys and 536 girls in 1960-61. The curriculum in these institutions combines general education with vocational training. The government school for the blind at Poonamallee is a high school and prepares students for the SSLC examination.

Audio-visual Education

For the past ten years, there has been an audio-visual education officer in the office of the Director of Public Instruction. He maintains a state film library and a complete set of audio-visual equipment. He organizes periodical courses for training teachers in handling audio-visual equipment. About 475 teachers have been trained during the last three years.

A large number of high schools in the State have audio-visual equipment such as radios, film and filmstrip projectors, tape-recorders and loudspeakers. The number of schools with film projectors, filmstrip projectors and radios is 591, 511 and 668 respectively.

Anglo-Indian Schools

In conformity with the constitutional guarantee given to Anglo-Indians, Anglo-Indian schools have been continued, and are governed by a special code of regulations. The medium of instruction in these schools is English. These schools are also taken advantage of by non-Anglo-Indian parents, who wish to educate their children through the English medium. At least 40 per cent of the annual admissions to every Anglo-Indian school should be from children of non-Anglo-Indian communities. In practice, the percentage of such children in Anglo-Indian schools is higher than 40. There are 45 Anglo-Indian schools of all grades in the State and one training school for women. The strength of the schools was 10,006 boys and 9,269 girls in 1960-61.

Orphanages

Orphanages arranging for the education of orphans are eligible for grant-in-aid. The grant payable to an orphanage should not exceed three-fourth of the net boarding charges subject to a maximum of Rs. 10 per child per mensem in the case of institutions

in plains and Rs. 15 in hilly areas. There are 282 such orphanages in the State.

Oriental Education

Institutions for oriental education in the State are of three categories—elementary schools, secondary schools and colleges. They teach in one of the three languages—Tamil, Sanskrit and Arabic. There were one elementary school, eight secondary schools and 14 colleges of this type in 1960-61.

Teaching of Hindi

The training of Hindi teachers is conducted in two Hindi Pracharak Vidyalayas, one at Trichy for men and the other in Madras for women. The government also sanctions stipends to candidates undergoing training at these Vidyalayas. In addition, there is a Rashtra Bhasha Visharad Vidyalaya at Tiruchirapally, which was started in 1957-58.

Administration

Headed by the Director of Public Instruction, the Department of Public Instruction includes four deputy directors, one deputy commissioner for government examinations, two technical personal assistants at headquarters, two divisional inspectors, 24 district educational officers (each in charge of an education district), four inspectresses of girls' schools (each in charge of girls' high schools and women training schools in their circle), and a number of deputy inspectors each in charge of a range. The enormous increase in the number of schools, that has taken place in recent years, has necessitated strengthening administrative staff. As against 32 district educational officers in the composite State, there are now 24 district educational officers in the present Madras State, which is less than half the size of the composite State. There has been a similar increase in the number of deputy inspectors. The present number of deputy inspectors is 282, whereas it was 285 in the year 1947 in the entire composite Madras State.

Educational Budget

A study of the increase in educational expenditure over a period

of time can give a rough idea of educational progress. The budget of the State's Education Department increased from about Rs. 7 crores in 1947-48 to Rs. 11.24 crores in 1952-53. For 1953-54, when Andhra was carved out of it, the budget of the residuary State was only Rs. 4.71 crores. It has since been continually rising and now stands at a figure which is almost double of what it was in 1947-48 for the composite State. The actual expenditure rose from Rs. 7.05 crores in 1947-48 to Rs. 12.23 crores in 1952-53, to Rs. 14.85 crores in 1959-60 and to Rs. 17.41 crores in 1960-61. Central assistance for education was only Rs. 7.00 lakhs in 1952-53. It rose to Rs. 126.86 lakhs in 1959-60.

Conclusion

A review of educational progress in the Madras State during the post-independence period should end on a note of optimism. These years have witnessed unprecedented expansion and much fruitful endeavour to improve the quality of education. The expansion and endeavour at qualitative improvement are not confined to any particular level ; they embrace all levels of education. A new era of cooperation between the government and the people has been ushered in. Though much has been achieved, much still remains to be done. One can rely on the inspiration and experience of these last few years to carry the State forward with confidence and courage on the long and arduous road to the goal of 'sound education for all'.

EDUCATIONAL STATISTICS OF MADRAS

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities ..	2	..	2	..
Boards of education ..	1	..	1	..
Colleges for general education				
Degree standard ..	54	15	57	15
Colleges for professional and technical education				
Agriculture and forestry ..	2	..	2	..
Engineering and technology ..	5	..	8	..
Law ..	1	..	1	..
Medicine ..	6	..	6	..
Teacher training				
Basic ..	..	..	100	33
Non-basic ..	12	2	31	13
Veterinary science ..	..	..	1	..
Others ..	..	..	2	..
Colleges for special education ..	2	..	2	..
Schools for general education				
Higher secondary schools ..	17	..	20	..
Middle schools				
Basic ..	816	162	1,253	216
Non-basic ..	239	..	682	..
Primary schools				
Basic ..	173	19	2,841	9
Non-basic ..	1,677	..	3,322	..
Pre-primary schools ..	20,706	..	20,389	..
Schools for vocational and technical education				
Commerce ..	28	28	28	28
	324	..	415	..

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Engineering	23
Teacher training				
Basic	72	22
Non-basic	73	42
Technical, industrial, arts and crafts		57	18	71
Others	1
Schools for special education				
For the handicapped	14
Social (adult) education	..	1,227	6	949
Others	38
TOTAL	..	25,494	314	30,293
				364

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	..	2,786	231	4,263
Arts and science colleges	..	37,326	5,579	40,530
Professional and technical colleges	..	8,420	1,083	31,621
Special education colleges	..	827	102	1,861
Post-basic schools	235
High schools	..	4,64,983	1,14,692	6,88,937
Middle schools				
Basic	..	66,555	24,262	2,35,715
Non-basic	..	40,053	12,035	8,72,120
Primary schools				
Basic	..	1,75,178	63,762	4,35,681
Non-basic	..	24,88,575	88,98,625	20,60,730
				7,72,707

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Pre-primary schools	1,861	861	2,405	1,141
Schools for vocational and technical education	42,699	9,337	44,504	9,024
Schools for special education ..	38,269	4,979	33,541	6,081
B. By stages/subjects				
General education (university standard)				
Research	34	11	80	17
Post-graduate diploma .. ..	..	..	69	1
M.A. and M.Sc.	579	107	1,818	382
B.A. and B.Sc. (Pass and Hons.)	11,112	1,805	19,401	4,297
Intermediate (arts and science)	22,060	3,751	17,721	3,323
Professional education (university standard)				
Agriculture and forestry	444	8	1,154	26
Commerce	5,091	12	2,563	4
Engineering and technology	2,286	..	5,943	3
Law	1,258	19	1,184	32
Medicine	2,814	640	4,327	1,024
Teacher training				
Basic .. ..	..	..	..	..
Non-basic .. ..	..	..	8,803	3,179
Veterinary science	1,034	164	3,198	1,268
Other subjects .. ..	..	..	643	6
Special education (university standard)	381	8	111	20
General education (school standard)				
High and higher secondary	1,405	257	2,656	805
Middle	1,94,231	39,344	2,67,972	67,028
	.. ..	4,65,900	1,28,062	6,90,945
				2,09,537

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Primary ..	.. 25,74,227	9,45,515	33,33,389	12,80,253
Pre-primary ..	.. 2,713	1,310	3,374	1,670
Vocational education (school standard)				
Commerce ..	.. 20,265	2,122	28,190	5,445
Engineering and technology ..	.. 4,319	..	6,884	..
Medicine ..	.. 224	6	214	10
Teacher training				
Basic ..	.. 4,869	1,259	8,632	3,682
Non-basic ..	.. 10,223	5,047	2,305	1,313
Technical, industrial, arts and crafts	3,830	1,160	7,405	1,462
Other subjects ..	.. 392	79	458	119
Special education (school standard)				
For the handicapped ..			854	306
Social (adult education) ..	37,841	4,898	25,432	4,272
Other subjects ..			6,418	1,273
TOTAL ..	.. 33,67,532	11,35,548	44,52,143	15,90,757

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central ..	.. 70,68,928	4,68,759	1,84,15,889	7,89,244
State ..	.. 10,43,90,299	71,26,646	18,39,92,968	1,05,20,781
District board funds ..	.. 1,55,43,188	1,19,356	2,42,29,589	4,95,468

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
Municipal board funds ..	78,80,139	1,69,716	1,49,27,419	5,82,023
Fees ..	2,92,30,472	36,17,683	4,10,48,160	64,49,494
Other sources ..	1,97,76,446	33,52,207	3,50,30,761	56,73,560
B. By type of institutions				
Direct expenditure on				
Universities ..	61,01,948	..	93,79,490	..
Boards ..	14,47,997	..	15,87,782	..
Arts and science colleges	88,87,902	16,42,375	1,54,67,535	32,09,303
Colleges for professional and technical education	60,84,374	1,19,446	1,54,89,912	12,57,896
Colleges for special edu- cation ..	2,60,236	..	6,71,015	..
Post-basic schools ..	3,50,33,341	60,03,335	68,995	13,860
High and higher sec- ondary schools ..	..	..	6,20,24,831	1,07,63,372
Middle schools				
Basic ..	22,07,146	..	80,29,627	..
Non-basic ..	21,71,322	3,02,522	3,36,86,315	2,37,646
Primary schools				
Basic ..	41,59,443	..	1,23,63,480	..
Non-basic ..	6,45,12,359	..	6,04,39,042	..
Pre-primary schools ..	1,23,669	1,23,669	2,09,363	2,09,363
Vocational and technical schools ..	46,83,340	10,89,161	65,87,465	4,12,001
Special education schools	12,50,151	98,538	13,84,512	1,51,160
TOTAL (Direct) ..	13,69,23,224	94,39,046	22,73,89,364	1,62,54,601
Indirect expenditure on				
Direction and inspection	39,57,604	1,01,869	48,42,389	..
Buildings ..	2,17,63,870	20,95,672	3,99,97,190	29,28,197

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
Scholarships ..	85,02,502	20,50,900	1,69,24,466	24,15,123
Hostels ..	73,45,273	11,66,880	1,31,31,102	29,12,649
Other miscellaneous items	53,96,399	..	1,53,60,275	..
TOTAL (<i>Indirect</i>) ..	4,69,65,648	54,15,321	9,02,55,422	82,55,969
GRAND TOTAL ..	18,38,88,872	1,48,54,367	31,76,44,786	2,45,10,570

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	5,905	1,282
Post-basic schools ..	N.A.	N.A.	28	9
High and higher secondary schools	23,854	5,787	29,089	7,055
Middle schools			36,501	14,414
Primary schools ..	84,148	27,221	74,168	23,621
Pre-primary schools ..	77	72	101	96
Vocational and technical schools ..	N.A.	N.A.	2,120	185
Special schools ..	N.A.	N.A.	453	181

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc.	951	212
B.A. and B.Sc. (Pass and Hons.)	5,109	1,094
Professional (degree)	4,209	503
Matriculation and equivalent examinations	43,615	9,445

N.A.—Not available

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	17	1	65	9
High and higher secondary schools ..	178	1	530	19
Middle schools ..	140	2	2,516	1
Primary and pre-primary schools ..	19,037	2	21,147	2
Vocational and special schools	1,147	11	983	10
TOTAL ..	20,519	17	25,241	41

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	18,994	2,129	33,599	5,386
High and higher secondary schools ..	1,90,640	34,646	2,56,525	53,021
Middle schools ..	76,317	24,707	5,67,753	1,89,457
Primary and pre-primary schools ..	21,21,809	7,37,642	17,76,254	6,41,513
Vocational and special schools	63,987	7,136	34,333	6,214
TOTAL ..	24,71,747	8,06,260	26,68,464	8,95,591

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	33,33,389	12,80,253
VI-VIII	6,90,945	2,09,537
IX-XI	2,67,972	67,028

IX—Some Selected Averages and Percentages

Item		1955-56	1960-61
Cost per capita on education (in rupees)	..	..	N.A. 9.42
Cost per pupil (in rupees)			
High and higher secondary schools	..	..	75.3 90.1
Middle schools	..	..	41.1 37.7
Primary schools	..	..	25.8 29.2
Number of pupils per teacher in			
High and higher secondary schools	}	24	24
Middle schools			30
Primary schools	..	..	31 34
Percentage of trained teachers in			
High and higher secondary schools	}	87.6	92.0
Middle schools			96.5
Primary schools	..	..	92.4 95.9

N.A.—Not available

CHAPTER 13

Maharashtra

General

The new State of Maharashtra, formed on 1 May 1960, has three component parts: Western Maharashtra, Vidarbha and Marathwada. Western Maharashtra, comprising 13 districts of the erstwhile Bombay State, has two administrative divisions—the Bombay division of seven districts and the Poona division of six districts. Vidarbha forms a separate administrative division of eight districts taken over from the old Madhya Pradesh State. Marathwada, the fourth administrative division, consists of five districts carved out of the former Hyderabad State. The State has an area of 1,18,884 square miles. Agriculture is the main occupation of the people accounting for about two-thirds (63.97 per cent) of the population. About 68 per cent of the State's land is cultivable, of which about 58 per cent (as against 44.5 per cent for the Indian Union) is actually under cultivation. About 17 per cent of the land is covered by forests, a large part of which lies in the districts of Thana, Nasik, Nagpur, Bhandara and Chanda.

With the exception of Greater Bombay and a few cities like Nagpur, Sholapur and Poona, the State has, on the whole, an under-developed economy. A large proportion of factories and joint stock companies of the State—44 per cent factories and 82 per cent (of 4,000) joint stock companies—is in Greater Bombay. The rich natural resources of most parts including Konkan and Marathwada are yet to be exploited. Recently a large number of small and medium-sized manufacturing concerns have sprung up in different parts, particularly in Southern Maharashtra. The total number of factories in the State at present is about 8,000 and these employ about seven lakh workers.

According to the 1961 census, the State had a population of 39.50 million. Of this, 11.03 million (27.9 per cent) lived in 369 towns and the remainder in 35,505 villages. Hindus formed 89.4 per cent of the population, Muslims 7.65 per cent, Christians 1.36 per

cent, Jains 1.07 per cent and Zoroastrians 0.26 per cent. The traditional barriers of castes and sub-castes among the Hindus are slowly but surely lifting under the impact of industrialization and increased opportunity for education and social reform. Even the scheduled castes are becoming conscious of their rights. About 79 per cent of the people speak Marathi which is the regional language. Other important languages spoken in the State are Urdu (10 per cent), Telugu (4 per cent), Hindi (1 per cent), and Gujarati (0.8 per cent). Provision exists, both in towns and in villages, for instruction through the mother tongue of the child, provided the prescribed condition of a minimum number of pupils speaking the language concerned is fulfilled.

The density of population varies from one region to another, the figure per square mile for the State as a whole being 332. The number of rural habitations as well as their size shows large variations from region to region. The educational survey of the State carried out in 1956 disclosed that there were 9,165 habitations in Marathwada, 13,180 in Vidarbha and 31,544 in Western Maharashtra. About 40 per cent of these have a population of less than 200. By and large, it is the forest areas that abound in small and scattered habitations. The presence of such habitations in the forest areas makes the provision of educational facilities both costly and difficult.

Development of Education before 1947

Each of the three regions of the State—Western Maharashtra, Vidarbha and Marathwada—was till recently part of a different political unit and has had a distinct educational history of its own. In Western Maharashtra, the foundation of modern system of education was laid by Mountstuart Elphinstone, the Governor of Bombay (1819-27), who founded the Hindu College in Poona (which later became a typical institution for the study of English, Sanskrit and Marathi), the Central English School at Bombay, besides a number of primary schools and training classes for primary teachers. He also helped to found the Bombay Native Education Society which addressed itself to the development of education in this area from 1827 to 1840. The Society was succeeded by the Board of Education in 1940 and finally by the Department of Education in 1855. As in

other parts of India, the missionaries have been quite active in this area also and have considerable pioneering work to their credit, particularly in the popularization of English education, study of Indian languages and the education of girls.

The progress of education between 1855 and 1901 was slow but steady. The University of Bombay was established in 1857; a local fund cess at one anna a rupee of land revenue was introduced for primary education; a regular grant-in-aid code was enacted for payment of grants to private schools; girls' education was encouraged and training colleges for women teachers established; primary education was transferred to local bodies, and special facilities began to be provided for the education of backward communities.

The tempo of progress between 1901 and 1921 was much higher. The Bombay University was reconstituted (1904); large grants were made for primary education; secondary education was brought under the control of the government; the grant-in-aid code was revised; military training was introduced; provision was made for training secondary teachers by the establishment of the Secondary Training College, Bombay; the Indian Women's University was founded (1916) by Dr. D. K. Karve and the first law for compulsory free primary education in British India—the Patel Act—was passed in 1918.

During 1921 to 1947, the Indian people obtained the right to control education first under diarchy and then under provincial autonomy. The period of diarchy saw many important developments such as the reorganization of the Department, reconstitution of the Bombay University, opening of a number of colleges particularly professional, the introduction of mother tongue as a medium of instruction for certain subjects at the secondary school stage, encouragement of private enterprise in secondary education, passing of the Primary Education Act of 1923, the setting up of a machinery for the introduction of compulsory free primary education and establishment of the visual education and the backward class departments. The period following diarchy was one of provincial autonomy. Progress of education during this period was even more rapid. Shri B. G. Kher, who was the Chief and Education Minister from 1937 to 1940 and again from 1946 to 1952, showed active interest in almost every field of education. The Bombay Primary Education

Act was entirely overhauled in 1938 and in 1947 a more comprehensive act was passed.

The four western districts of Vidarbha began as an independent unit and were merged later with the Central Provinces which already included the four eastern districts. The growth of education in Vidarbha therefore followed the same broad pattern as in the old province of Central Provinces and Berar which later came to be named as Madhya Pradesh. The Education Department started functioning from 1864 and it worked under the Chief Commissioner till 1888, when the first Inspector General of Education was appointed. As an early attempt to start a school imparting English education, mention may be made of the school started in Nagpur by Rev. S. Hislop which has since developed into the Hislop College. In 1891, a teacher training institute was opened at Nagpur which was later moved to Jabalpur. Nagpur University was started in 1923 and the University Training College at Nagpur in 1946.

The five districts of Marathwada formed a part of the former Hyderabad State. Education in this area was extremely underdeveloped and the first big step to expand and improve it was not taken until 1950 when a democratic administration was set up in Hyderabad. To this day Marathwada has remained the most backward part of the State educationally.

Equalization of educational opportunity in the three regions, the evolution of a common integrated pattern of education for the State as a whole, qualitative improvement of education in all its sectors—these were the main educational problems that had to be faced in Maharashtra in the post-independence period.

Primary Education

In Western Maharashtra, the primary course is of seven years' duration, the first four years (standards I-IV) forming the lower primary or junior basic stage and the next three years (standards V-VII) forming the upper primary or senior basic stage. In Vidarbha, the primary course is of four years' duration. This is followed by a middle school course of three years. In Marathwada, the primary course is of five years and is followed by a middle school course of three years.

In Marathwada, primary education is administered directly by

the State and most of the primary schools are State-managed. In Western Maharashtra, it is the responsibility of the local authorities—municipalities in the urban and district school boards in rural areas. In Vidarbha, the agencies responsible for primary education are municipalities in the urban areas and Janapads (which are local bodies constituted for each tehsil) in the rural areas. The State grants-in-aid to these different local bodies also vary from area to area. In the face of this great variety of administrative practices, it is but natural that the pace of educational progress should also vary enormously from one part to another.

In Marathwada, there were 2,422 primary schools with 1,37,465 pupils in 1949-50. On 31 March 1961, the number of schools was 5,710 (of which 5,636 were government schools) and the number of pupils 3,87,076 (of these only 93,315 were girls). In Vidarbha, there were 3,977 primary schools with 3,52,135 pupils in 1950-51. In 1961, the number of schools was 8,337 and the pupils 7,81,906 in Western Maharashtra. Considerable progress had already been made during 1938-47 and so expansion in the post-independence period was not so steep. Taking the State as a whole, there were 34,594 primary schools with 41,78,024 pupils in 1961. Of these, only 6,147 schools (with 19,49,129 pupils) were full-fledged primary schools with standards I-VII; the remaining 28,447 schools (with 22,28,895 pupils) had standards I-VI or even less. As the government does not encourage separate schools for girls at this stage, the number of girls' schools in 1961 was only 1,437. The number of single-teacher schools in 1961 was 15,553 with 5,71,573 pupils. Of the total enrolment, about 16.40 lakhs were from the Bombay division (4.54 lakhs being from Greater Bombay itself), 13.69 lakhs from the Poona division, 7.82 lakhs from the Nagpur division and only 3.87 lakhs from the Aurangabad division.

Compulsory primary education has made the best progress in Western Maharashtra where it has been introduced in all urban areas and in all villages with a population of 500 and above, including a number of smaller habitations. About 84 per cent of children of school-going age are enrolled in these areas. In Vidarbha, compulsory primary education was introduced in 1956 in one town for boys and girls and in 29 towns and 193 villages for boys only. Only 55.9 per cent of children liable for compulsion attended schools in

these areas. In 1958-59, compulsion was extended to all the urban areas and to 96 NES blocks in the rural areas. In Marathwada, compulsion was introduced very recently in Aurangabad and 191 villages, but only about 46 per cent of the children liable for compulsion have been enrolled in schools.

On 31 March 1961, 274 out of 369 urban areas and 15,519 out of 35,505 villages with a total population of 23.48 million were under compulsion. The total enrolment in these areas was 12,33,788 boys (out of a total of 14,09,395) and 8,18,916 girls (out of a total of 9,97,874). Expenditure on compulsion during the year amounted to Rs. 640.3 lakhs. In Western Maharashtra, all areas (except a few very small units) were under compulsion by the end of the Second Plan.

With the increase in the number of schools and pupils, there has been a proportionate increase in teachers, particularly women teachers. About 33 per cent of the primary school teachers in 1961 were matriculates or had higher basic qualifications. On 31 March 1961, there were 1,14,610 teachers with a pupil-teacher ratio of 37:1. On an average, 22 per cent of the teachers were women (the percentage in 1948 was only 18). The percentage of trained teachers for the State as a whole is 63. But it is only 21 per cent in Marathwada and only 59 per cent in Vidarbha. The percentage for Western Maharashtra is 71.

The importance of the training of teachers was recognized very early in this State. All the training colleges now run a two-year course on basic lines. The training institutions are residential and single-sex, and in most cases are situated in the rural areas. Assisted by liberal grants-in-aid and encouraged by the policy of 'deputation', there are now a large number of private institutions taking part in the training of teachers. In 1960-61, the State had 175 training institutions (128 for men and 47 for women) with a total enrolment of 18,665 trainees (13,250 men and 5,415 women).

With a view to improving the lot of teachers and attracting better qualified persons, scales of pay have been considerably improved. The senior teachers are now placed in the grade of Rs. 56-100 (reached in 18 years) while the junior ones get Rs. 50-90 (reached in 20 years). Besides, teachers are entitled to dearness and house-rent allowances (according to rules) and enjoy provident fund

benefits (except confirmed teachers in Marathwada who are eligible for pensionary benefits).

To improve the housing conditions of schools and to elicit local cooperation in the matter, district building committees have been constituted and lump sum grants are placed at their disposal to be utilized according to a planned programme. Inexpensive type of plans have also been evolved. Since 1953-54, loans from the teachers' (accumulated) provident fund are being advanced for the construction of school buildings. These bear interest at 4 per cent and are repayable in 20 equal annual instalments. The scheme has brought about appreciable acceleration in the construction of buildings. In 1959-60, the building loan in Western Maharashtra amounted to Rs. 23,75,716 and from 1953 to 1960, as many as 2,880 classrooms had been constructed under this scheme. About 600 rooms were constructed during 1960-61.

In Marathwada, Gram Panchayats are allowed to undertake construction under the supervision of the PWD owing to the paucity of contractors. In Vidarbha, grants for construction of school buildings are given to local authorities at 50 per cent of the cost. As a result of all these measures, the school building situation has shown some improvement recently. A few school buildings are also being constructed in NES blocks from the community development funds.

Primary education is free in all areas of the State. In Western Maharashtra, the regional language readers for standards I-IV are published departmentally. Textbooks in other subjects and for other standards are selected, after informal consultation with the district school boards concerned, from among the books scrutinized and approved from time to time by the textbook committees. Frequent changes in textbooks are discouraged.

Basic Education

The experiment of basic education was started in Maharashtra almost immediately after Mahatma Gandhi placed his scheme before the nation. But it got a setback during 1942-46 owing to several reasons such as heavy recurring and non-recurring expenditure, difficulties in the disposal of the finished products, unsympathetic attitude of the people and want of support resulting from the absence of a popular ministry. Basic education is now regarded as

the accepted pattern of education and the entire system of elementary education is being reorganized accordingly. To provide suitably qualified personnel to supervise basic schools and work in primary training colleges, a graduates' basic training college was started at Bordi (since shifted to Dhulia). A new reorientated syllabus, introducing almost all the activities and programmes of basic schools except crafts, was introduced in 1955 in all primary schools. This great change could be brought about because of the conversion of all primary training colleges to the basic pattern.

In the beginning, an experiment was tried in which an ordinary primary school was converted to the basic pattern in two stages ; it was first made into a craft school and then converted into a basic school proper. But the experiment did not succeed. Primary schools are now being converted into basic schools directly ; the only condition for such conversion being the availability of equipment and additional accommodation. Articles produced by children are sold at concessional rates to pupils and teachers. The time allotted for craft work has been reduced and the concept of correlated teaching has been put on a realistic basis. Basic schools are treated on par with other schools in respect of staffing, supervision and general administration so that the additional cost on their account has been substantially reduced. The gap between the ordinary primary schools and the basic schools has already become very narrow.

Though basic education took root in Western Maharashtra and Vidarbha a long time ago, it started in Marathwada only after 1954. Its progress in this area has not therefore been so rapid as in the other two regions.

Secondary Education

The most important event in the development of secondary education in Western Maharashtra during the post-independence period was the creation of a statutory board to conduct the Secondary School Certificate Examination. Earlier, the requirements of the matriculation examination which was really the entrance examination of the university had dominated the secondary curriculum much too viciously and the secondary stage had been functioning merely as 'preparatory' to the university without having any

significance of its own. The establishment of the board liberated secondary education for the first time from the pernicious domination of the university.

Another important development relates to the revision of pay scales of secondary teachers and rules governing grant-in-aid to private educational institutions. Scales of pay were revised, first in 1948-49 and again in 1959 when they were made uniformly applicable to all schools, government as well as non-government. The position regarding grant-in-aid had been equally unsatisfactory in the past. The amount of aid admissible to private institutions used to fluctuate from year to year according to the availability of funds. Naturally, with so much uncertainty surrounding government aid, voluntary organizations were not in a position to plan their effort in the field of education systematically. The rules were accordingly revised and placed on a firm footing—the rural schools getting 33.3 per cent and the urban 30 per cent of their admissible recurring expenditure. In 1959, the percentage of government contribution in respect of two categories of schools was raised to 45 per cent and 40 per cent respectively.

A word about the place of English in the secondary curriculum. Formerly, the study of English used to be compulsory in standards V-XI. In 1949, it was decided to abolish the subject from classes V-VII. However, the public opinion asserted itself against the measure and as a concession to public demand the subject was allowed to be taught in these standards but outside school hours. As the concession failed to meet the public demand in any great measure, the subject has been reintroduced in class V and above.

In Vidarbha, the Secondary Education Act was passed in 1951, one of its main features being the creation of a school code which stabilized the service conditions of teachers. From 1958, standard XI in all high schools (except multipurpose schools and higher secondary schools) was discontinued. The ordinary secondary course now is of six years while that in higher secondary schools or multipurpose schools is of seven years. The former leads to the Secondary School Certificate Examination and then to the pre-university course while the latter leads to the Higher Secondary School Certificate Examination and then to the university. Both these examinations are conducted by the Vidarbha Board of Secondary Education. Until

1955, the pay of teachers in non-government schools varied from place to place and employer to employer, the minimum for a graduate being only Rs. 50. Revised and uniform scales were therefore introduced in 1956. Another distinctive achievement in this area is the wide variety of fee concession introduced in the post-independence period. The grants to private schools also underwent revision in 1955. Of their net deficit, boys' schools in urban and rural areas have been getting 75 and 85 per cent and girls' schools 80 and 90 per cent respectively. English is taught on a voluntary basis in classes V-VII but is compulsory in classes VIII-XI.

In Marathwada, the middle stage lasts for three years (standards V-VII), the high school stage also for three years (standards VIII-X) and the higher secondary stage in multipurpose schools (standards VIII-XI) for four years. English is compulsory throughout the secondary stage. In 1952, the old Hyderabad State revised scales of pay for secondary teachers. These are comparatively higher than those in other parts of the State.

In Western Maharashtra, private enterprise in the field of secondary education is 'characterized by a dynamism and vitality which constitute an invaluable asset in the development of secondary education'. In Vidarbha, private effort is comparatively less developed; in Marathwada it is almost negligible because the princely State of Hyderabad did very little to encourage private enterprise.

On the whole, secondary education has expanded very considerably in the post-independence period. In Marathwada, there were 60 boys' schools and 12 girls' schools with a total enrolment of 23,611 boys and 5,012 girls in 1947-48. In Vidarbha, there were 208 boys' and 42 girls' schools with an enrolment of 78,991 pupils (69,114 boys and 9,877 girls) in 1950-51. (Unfortunately the data for Western Maharashtra are not available.) As against this, the total enrolment in secondary schools as on 31 March 1960 is shown in Table 83.

Of the 2,468 schools, only 94 schools (80 for boys and 14 for girls) were higher secondary. Table 84 gives the distribution of the multipurpose schools as in 1960-61.

The total number of secondary teachers as on 31 March 1961 was 33,100 out of whom 20,886 or about two-thirds were trained. The proportion of trained teachers was much higher among women (about

TABLE 83: ENROLMENT IN SECONDARY SCHOOLS IN MAHARASHTRA
(March 1960)

Division	Schools						Expenditure in lakhs (Rs.)	
	For boys	For girls	Total	Boys	Girls	Total	State	Total
Bombay	..	775	104	879	2,57,191	1,20,958	3,78,149	211 493
Poona	..	648	50	698	1,36,721	43,182	1,79,903	125 216
Nagpur	..	557	79	636	1,68,037	52,848	2,20,885	165 220
Aurangabad	..	239	16	255	65,580	13,347	78,927	58 69
TOTAL	..	2,219	249	2,468	6,27,529	2,30,335	8,57,864	559 998

TABLE 84: DISTRIBUTION OF MULTIPURPOSE SCHOOLS IN
MAHARASHTRA (March 1961)

Region	Number of Schools	Agri- culture	Com- merce	Home sci- ence	Fine arts	Sci- ence	Hum- anities	Tech- ni- cal	Total Number of courses
Western Maharashtra	170	32	37	16	17	..	..	26	128
Vidarbha	..	46	14	19	6	2	41	39	128
Marathwada	..	17	9	3	2	..	9	10	37
TOTAL	..	233	55	59	24	19	50	49	293

75 per cent) than among men (about 59 per cent). The percentage of trained teachers was highest in Western Maharashtra (75 per cent) followed by Marathwada and Vidarbha with 45 per cent and 42 per cent respectively. Until recently, the training facilities were very poor in Vidarbha and Marathwada. A secondary training college with an intake of 100 has recently been started at Aurangabad; a private college has also come up there. Prior to 1947, Vidarbha had only one training college at Nagpur. In recent years, four additional training colleges have been started—one at Amravati (1955), one at Akola (1956), one at Chanda (1958) and the fourth at Wardha (1959). The annual output of these colleges is about 300 teachers. In Western Maharashtra, there are nine secondary training colleges

(two of which are graduate basic) with an annual output of about 850 to 900 teachers. There are three diploma training institutes with an annual output of about 330 teachers and six T.D. classes attached to S.T. colleges or arts and science colleges with an annual output of about 450 teachers. In the 60 STC institutes, nearly 2,500 teachers were enrolled in 1959-60 excluding those who took the examination privately. Specialized training institutions for teachers of physical education, Hindi, handicrafts and drawing as also for teachers in Anglo-Indian schools have been established.

Owing to shortage of accommodation, several schools are held in shifts. To encourage the construction of school buildings, the government gives building and site grants as well as loans at a reasonable rate of interest. The accommodation for secondary schools leaves much to be desired although the standard is somewhat better than that of the primary schools.

University Education

The University of Bombay established in 1857 was the only statutory university in Western Maharashtra till 1949 when the University of Poona was created. The SNDT Women's University started by Dr. D. K. Karve in 1916 was given statutory recognition in 1949. The Bombay University now has its jurisdiction over Greater Bombay only, the rest of Western Maharashtra forming the jurisdiction of the Poona University. The SNDT Women's University has no such limits to its jurisdiction ; institutions affiliated to it exist in Maharashtra as well as in Gujarat. The Nagpur University in Vidarbha was established in 1923 and is still the only university serving that area. The colleges in Marathwada, which were formerly affiliated to the Osmania University, are now affiliated to the Marathwada University (established in 1958 with its headquarters at Aurangabad).

The Bombay University was originally established merely as an examining body. In 1859, it held its first matriculation examination when 132 candidates appeared and 22 passed. In 1862, four out of six candidates passed the first B.A. examination. The university library was started in 1878 and science degree in 1881. Women were for the first time admitted to its degrees in 1883. The Indian Universities Act of 1904 and later the Bombay University Acts of

1928 and 1953 brought about important changes in the constitution, jurisdiction and powers of the university. Prior to 1947, the university had three departments—the department of sociology (1919), the department of economics (1921) and the department of chemical technology (1934). It has since added several new departments such as civics and politics, statistics, library science, law and experimental psychology. The post of Rector was created in 1956 and that of Emeritus Professor in 1958-59. The former is meant to assist the Vice-Chancellor and the latter to promote research.

The Poona University is a teaching university for the colleges in Poona city and an affiliating one for the remaining area. It has 21 departments. At the post-graduate level it follows the principle of centralized instruction. It introduced the three-year degree course in 1959 and lays great stress on research. It has undertaken a programme of publishing standard books in Marathi and also of preparing an authoritative terminology in Marathi. From March 1956, students are being progressively allowed the option to answer papers in Marathi.

The SNDT Women's University is meant exclusively for women and has three faculties—arts, home science and nursing. The pre-university class was started in 1959 as a first step towards the introduction of the three-year degree course. Marathi and Gujarati are the media of instruction and examination and the study of English or Hindi is compulsory. It manages a college and a school each in Poona and Bombay. Four colleges in Gujarat besides another in Bombay are affiliated to it. Women play a prominent part in the management of the university.

The Nagpur University is both a teaching and affiliating university. It introduced the three-year degree course in the faculties of arts, science, commerce and agriculture and the pre-professional courses in engineering, technology, medicine and pharmacy in 1958-59. Besides three constituent colleges, viz., the University College of Law (1925), the Laxminarayan Institute (1942) and the University Training College (1945), it has eight other departments. English, Hindi and Marathi are allowed as media at several examinations while the last is being used in an increasing measure as the language of its administration.

The Marathwada University is also an affiliating and teaching

university. It started by affiliating nine colleges in Marathwada ; their number has since increased to 18. It has eight faculties and two departments, namely economics, Marathi language and literature. The three-year degree course has already been introduced in arts, science and commerce.

All the universities have their own libraries. The Bombay, Poona and Nagpur universities have their own hostels while the Marathwada University is planning to have one. The universities also organize a number of welfare programmes for their students as well as extra-mural or extension services. They all receive liberal financial assistance from the State.

The great progress made by higher education in the State can be seen from the statistics in Table 85.

TABLE 85: PROGRESS OF HIGHER EDUCATION IN MAHARASHTRA

Item	Number	Students			Expenditure (Rs. in lakhs)
		Men	Women	Total	
Universities ..	.. 5	..	..	..	..
University departments ..	31	2,592	466	3,058	134.04
Research institutions ..	15	212	86	298	21.76
Arts and science colleges ..	82	58,569	18,648	77,217	252.16
Agriculture colleges ..	5	1,915	5	1,930	23.07
Architecture college ..	1	529	37	566	2.28
Applied art college ..	1	375	119	494	1.21
Commerce colleges ..	14	13,300	558	13,858	24.67
Engineering colleges ..	7	4,378	14	4,392	37.93
Law colleges ..	8	4,180	254	4,434	7.99
Technology colleges ..	2	656	..	656	45.03
Fine arts college ..	1	346	161	507	1.82
Medical colleges (all branches) ..	17	3,901	1,310	5,211	81.99
Oriental colleges ..	3	171	26	197	0.46
Cooperation institution ..	1	261	1	262	1.89
Yoga institution ..	1	10	..	10	0.06
Home science college ..	1	..	655	655	1.00
Social sciences college ..	1	129	51	180	3.84
Rural institutes ..	2	526	25	551	3.84
Labour institute ..	1	71	3	74	0.47

Technical Education

There is an independent department of technical education which functions under the control of the Education Department of the Secretariat. It controls engineering colleges, polytechnics, technical high schools, industrial training institutes and vocational high schools. Table 86 gives the number of institutions in the State together with their intake.

TABLE 86: NUMBER OF INSTITUTIONS FOR TECHNICAL EDUCATION IN MAHARASHTRA

Type of institutions			Number of institutions	Intake capacity
Engineering colleges	..	..	7	932
Polytechnics	..	..	20	2,195
Technical high schools	..	..	39	3,582
Vocational high schools	..	..	3	597
Industrial training institutions	..	..	15	4,042

Eleven districts have so far been covered by government and non-government polytechnics, the intention of the government being to provide at least one polytechnic in each district. The benefit of technical high schools has been extended to all districts except Chanda, Buldana, Bihar, Osmanabad and Parbhani. In the industrial training institutes, about 4,500 seats were available in 1960-61. The National Apprentice Training Scheme and evening classes for industrial workers provide about 800 and 500 seats respectively. Government also conducts an apprenticeship scheme under which young men are given practical training in industrial workshops and textile mills and theoretical institution in evening classes specially conducted for the purpose. In 1958-59, there were 414 apprentices in engineering, weaving, spinning, dyeing and typography. The Directorate of Technical Education also controls Sir J. J. School of Architecture, Bombay (with an intake of 80 for the degree and 50 for the diploma course), Sir J. J. Institute of Applied Art, Bombay (with an intake of 50 for the diploma course) and the School of

Printing Technology (with an intake of 25 each for letterpress and litho offset courses). It also runs several trade schools.

Professional Education

For agricultural education, the State conducts five colleges at Dhulia, Poona, Nagpur, Akola and Parbhani. The number of high schools providing instruction in agriculture is 55. Special agricultural schools providing a two-year diploma course have also been established in several districts. Besides, there are extension training centres to train Gram Sevaks and poultry schools at Kirkee, Dhulia and Kolhapur.

Commercial education is provided in 14 commerce colleges, of which ten are in Western Maharashtra, three in Vidarbha and one in Marathwada. In addition, there are a number of commercial schools and other institutions which prepare students for government diploma and certificate examinations.

Legal education is provided in eight colleges, of which one is conducted by the government. Medical education is provided in 15 colleges with a total enrolment of about 5,000. There are several schools for the training of nurses and midwives. Veterinary education is provided in two colleges. Besides, there are specialized institutions for training in various branches such as fine arts, social work and cooperation.

Social Education

In Western Maharashtra, a regional social education committee prepares literature for adult education, trains workers, recognizes and aids social education classes. The inspection of social education centres and classes is a responsibility of the inspectorate. In the NES and community development blocks, social education is the responsibility of the block development officer. An independent organization called the Bombay City Social Education Committee functions in the city of Bombay. It gets 50 per cent of its admissible expenditure as grant-in-aid from the State. Similar city social education committees have also been established in Sholapur, Jalgaon and Poona.

The old Madhya Pradesh Government had launched a vigorous scheme of social education in its area including Vidarbha, but un-

fortunately, the tempo of the drive could not be maintained for long. In 1952, the work was transferred to the district welfare officers. After reorganization of the State in 1956, efforts were made to revitalize the scheme; but unfortunately these have not been very successful.

In Marathwada, the scheme had just made a beginning at the time of reorganization. In the block areas, a number of classes had been started, but in the non-block areas, the progress was not satisfactory. In 1958, therefore, a social education officer was appointed for the region to intensify the drive.

Judged by the scale of activities in 1947-48, the expansion of social education programmes has been very great and programmes have also been enriched in quality. Figures in Table 87 indicate the position of social education in 1959-60.

TABLE 87: POSITION OF SOCIAL EDUCATION IN MAHARASHTRA (1959-60)

Region	Classes		No. of adults		Total enrolment	Expenditure (Rs. in lakhs)
	Men	Women	Men	Women		
Western Maharashtra	14,080	7,684	2,25,163	1,27,151	3,52,314	5.05
Vidarbha	..	1,201	156	24,524	3,127	27,651
Marathwada	..	504	30	11,405	810	12,215
TOTAL	..	15,785	7,870	2,61,092	1,31,088	3,92,180
						6.72

Girls' Education

The education of girls has made appreciable progress since independence. In spite of this advance, there is still a wide gap between the education of boys and girls. In 1961, there were 55 girls for every 100 boys at the primary stage, 31 girls for every 100 boys at the secondary stage and 33 girls for every 100 boys at the collegiate (general education) stage. Efforts are now being made to bring as many girls to schools as possible. More women teachers are being employed and greater facilities are being provided for their training. It is interesting to note that public opinion in Maharashtra

has never been hostile to co-education which is widely practised at all stages of education.

There is a university exclusively for girls. In addition, seven colleges of general education and five of professional education are meant exclusively for girls. At the school stage, 32 out of 233 multi-purpose schools, 181 out of 1,931 high schools, 633 out of 9,446 middle schools and 1,406 out of 34,594 primary schools are meant for girls. In addition, there are several special institutions for women.

Whenever girls are admitted to secondary schools for boys, it is obligatory for the schools to have women teachers on the staff, to provide separate retiring and toilet rooms for them and to make provision for suitable optional subjects. In Western Maharashtra, there is no separate inspectorate for girls' primary schools. The secondary schools however are inspected by the inspectresses of girls' schools. In Vidarbha, the inspectress of schools inspects the girls' high schools, while three district inspectresses inspect the middle schools. Primary schools for girls are inspected by assistant district inspectresses of schools.

Teaching of Science

The study of science has been given its due place in the school curriculum at the primary and secondary stages. At the primary stage, it forms part of 'general knowledge' in the lower standards but is studied as a separate subject in the higher standards. In secondary schools, general science is now compulsory up to class XI (except in the two highest standards for those who opt for commerce or fine arts). In addition, physics, chemistry and other sciences can be studied as elective subjects. It has also been laid down that in secondary schools the teaching of science should be entrusted to science graduates only; in higher secondary schools the science teacher is required to have even higher qualifications.

The main difficulty which hinders progress in this field is the dearth of science teachers, particularly in Marathwada and in the rural areas. Even in Western Maharashtra where the supply of science graduates is a little better, they are not quite at home in teaching general science because their own training in subjects like physics and chemistry has been without any inter-correlation. In

order to equip the science teachers better for their jobs, the extension services departments in the training colleges organize in-service training programmes like seminars, short-term courses, discussion groups and workshops.

Facilities for the teaching of and research in science are being continually expanded at the university stage. The output of science graduates is increasing rapidly. It is hoped the present shortage of science teachers will disappear soon.

Liberal grants have been given in recent years to secondary schools for equipment of laboratories. Science clubs are being organized to create interest in science among pupils. Science weeks and scientists' days are celebrated and a number of other programmes for popularizing science are organized by some of the schools. Some schools encourage their pupils to build apparatus with their own hands, some have hobby workshops, some are developing their own museums, some organize nature study rambles or visits to museums. The Natural History Society has been assisting schools in this regard by issuing pamphlets and guiding student-visits to museums and to other interesting places outside the State. The All India Radio arranges talks for students, teachers and the general public on scientific subjects. Through their extra-mural activities, the universities are also doing useful work in the popularization of science among lay people.

Scholarships

Primary education is free in all parts of the State. In Vidarbha, education is free up to 14 years for all children ; it is also free beyond for those whose parents' annual income is less than Rs. 1,200.

There are several sets of middle and high school scholarships in Western Maharashtra awarded on the results of special competitive examinations conducted for the purpose. There are also special scholarships for children of agricultural classes in agricultural high schools. All concessions and scholarships that existed prior to reorganization have been continued in Vidarbha and Marathwada and, in addition, some of the scholarship schemes of the old Bombay State have also been introduced. No fees are charged in Vidarbha to children whose parents' monthly income is below Rs. 100 and only half fees are charged to those whose parents' income is between

Rs. 100 and Rs. 200 per mensem. In Marathwada, Riyayati scholarships at the rate of Rs. 20 per annum in a primary school, Rs. 40 in a middle school, Rs. 60 in a high school and Rs. 80 in a college continue to be available to deserving but needy students.

At the collegiate stage, there are a number of scholarships in government colleges. Some of the private colleges also award scholarships and freeships. A limited number of research fellowships in different subjects, particularly in science, is also available.

Physical Education

Maharashtra has a long tradition of physical education. Government believes that physical education should go hand in hand with academic education. Physical education forms an integral part of the syllabus for primary and secondary schools and is also provided for at the college level.

For the training of physical education teachers for secondary schools, an Institute of Physical Education was established at Kandivali in 1939. It conducts a nine months' diploma course for graduates. The Hanuman Vyayamshala at Amravati has been conducting courses for teachers in Vidarbha. In addition, there is a certificate course for matriculates or SSC passed students. For primary teachers, a comprehensive course in physical education forms part of general training; besides, a short-term course of eight weeks for untrained teachers is being conducted at suitable centres.

The Department organizes holiday camps, seminars and coaching camps for teachers at places like Mahabaleshwar, Karla and Bhor where camping sites have been developed for the purpose. A physical education day is celebrated annually with a view to educating public opinion in favour of physical education. Schools and colleges are encouraged to have their own gymnasias. Private gymnasias are recognized and given grant-in-aid. To carry out research in Yoga, Swami Kuvalayanand has founded a research centre at Kaivalyadham at Lonavala. The centre receives substantial grant-in-aid both from the Centre and the State.

NCC, ACC and Scouting

The scout movement is very popular among boys and girls. The Maharashtra State Bharat Scouts and Guides is the apex of the

organization and conducts a large number of programmes for scouts and guides. It gets a grant-in-aid from the State. There are at present 33,275 scouts and 15,327 guides in the State.

Facilities for joining the senior NCC are available in all colleges, including colleges in the mofussil area of the old Bombay State. Junior NCC was first introduced in a few secondary schools, but as its benefits could reach only a few students, it was discontinued in favour of ACC which has since been introduced in a large number of schools. A beginning with the National Discipline Scheme has also been made in a few secondary schools.

Games and Sports

Games and sports form an integral part of school work at all levels. In cities and towns, there is a great shortage of suitable playgrounds. Government therefore assists institutions to have their own playgrounds. Universities conduct inter-collegiate and inter-university tournaments in which colleges and universities participate enthusiastically. A state sports festival is organized every year. Winners of the inter-village sports held at the taluka level compete at the district level, and winners of the district level compete at the state meet in which more than a thousand competitors participate.

Medical Inspection

There is no regular scheme for medical inspection at the primary stage. However, the Bombay Municipal Corporation has made provision for systematic medical inspection of children in its primary schools. There is also a good programme of follow-up work ; guardians are informed of the defects noticed and children are given treatment in a special clinic in the KEM Hospital in Bombay. A few other municipalities and private bodies are also trying to follow the example of the Bombay Municipal Corporation. At the secondary stage the rules lay down that medical inspection should be carried out periodically ; but excepting a few schools that have a systematic arrangement for the purpose, not much is being done. In Marathwada, there is provision for an annual medical inspection of children in primary and secondary schools. In Vidarbha, there is provision for medical inspection at the secondary

stage. At the collegiate level, medical inspection is compulsory for all students.

There is no provision for school meals. The Bombay Municipal Corporation however provides six ounces of toned milk and snacks to about 63,000 under-nourished children on all working days at 428 centres and maintains regular records of their health. Skimmed milk powder from the UNICEF is distributed to about 1,000 schools.

Education of the Backward Classes

The backward class population in Maharashtra is fairly large. Children of these classes are granted freeships at every stage and seats are reserved for them in secondary schools, colleges and in other institutions. Other things being equal, they are given preference in admission to government institutions. In the scheduled caste areas, schools are started even in comparatively smaller habitations and grants are given for construction of school buildings and hostels. Teachers willing to work in such areas are granted several concessions. Scholarships, free board and lodging in hostels, lump sum grants for books and examination fees, prizes for passing certain examinations, etc. are some of the other inducements offered to children from the backward classes.

In 1960-61, 5,43,550 scheduled castes children (of whom 1,52,195 were girls) and 1,93,227 children of the scheduled tribes (of whom 46,604 were girls) and 3,83,658 children of other backward classes (of whom 1,12,486 were girls) were under instruction. In all, 1,02,307 boys and 19,112 girls were in receipt of concessions of one kind or another valued at Rs. 78,85,158 and Rs. 8,72,644 respectively.

The former category of 'other backward classes' which was defined on the basis of caste has now been abolished. Instead, anyone whose income is below Rs. 1,200 per annum is assured of free education for his children at all levels.

Pre-primary Education

Pre-primary education has progressed well as a voluntary activity in Western Maharashtra and Vidarbha. Government gives grant-in-aid to pre-primary schools on certain conditions. In 1960-61, there were in all 527 institutions with a total number of 33,931

children and 1,351 teachers. Their distribution is given in Table 88.

TABLE 88: PROGRESS OF PRE-PRIMARY EDUCATION IN MAHARASHTRA

Division	Schools	Pupils			Teachers				Total expenditure (Rs. in lakhs)	
		Boys	Girls	Total	Trained		Total		Total	State
					Men	Women	Men	Women		
Bombay	177	7,621	6,308	13,929	25	412	36	586	7.98	0.46
Poona	113	4,391	3,352	7,743	12	169	15	272	2.98	0.50
Nagpur	218	5,991	5,241	11,232	8	334	10	392	5.54	0.80
Aurangabad	19	558	469	1,027	3	12	7	33	0.45	0.11
TOTAL	527	18,561	15,370	33,931	48	927	68	1,283	16.95	1.87

Bal Bhavan, Bombay, though not a pre-primary institution, conducts very instructive and interesting activities for young children. It has 1,352 badge holders and the average daily attendance is about 250.

There are 13 training institutions for pre-primary teachers with an enrolment of 666.

Education of the Handicapped

For socially handicapped children, there were 13 reformatory schools with 2,040 children in 1960-61. The expenditure on these institutions amounted to Rs. 12.64 lakhs. Of the 13 institutions, 11 were in Western Maharashtra and one each in Vidarbha and Marathwada. For physically handicapped children, there are 20 institutions in all (two for girls only) in Western Maharashtra, with an enrolment of 1,134 students (of whom 238 are girls). Total expenditure on these schools in 1960-61 was Rs. 4.75 lakhs. In Vidarbha, there are seven institutions with a total strength of 260. There is one institution for the physically handicapped in Marathwada with a strength of 19. For the mentally defective, there are three institutions in the Bombay division, with 307 children (including 111 girls) and a total expenditure of Rs. 1.19 lakhs (including Rs. 0.62 lakhs from State funds).

Teaching of Hindi

The importance of Hindi was recognized in Western Maharashtra quite early. It is a compulsory subject from standard V onwards. In Vidarbha, which formed part of the old Madhya Pradesh, Hindi naturally got equal status with Marathi since 14 out of its 22 districts were Hindi-speaking. Hindi is compulsory in standards V-X in non-Hindi schools. The Nagpur University has introduced Hindi and Marathi as media of instruction for some of its examinations. In Marathwada, Hindi is compulsory from standard III onwards in the non-Hindi schools. Passing of the departmental examination in Hindi has been made compulsory for government servants. The Hindi Prachar Sabhas have been conducting Hindi classes and examinations throughout the State and thus helping in the propagation of the federal language.

Propagation of Sanskrit

Western Maharashtra has a long tradition of oriental studies and possesses such well-known institutions as the Bombay branch of Royal Asiatic Society, Bombay ; the Deccan College of Post-graduate and Research Institute, Poona ; the Veda Shastrottejak Sabha, Poona ; the K. R. Cama Oriental Research Institute, Bombay ; the Bhandarkar Oriental Institute, Poona ; the Dharmahosh Mandal, Wai ; the Tilak Maharashtra Vidyapeeth, Poona ; the Kaivalayadham, Lonavala ; the Vaidik Sanskrit Mandal, Poona and the Bharatiya Vidya Bhavan, Bombay. There are also a number of Sanskrit Pathashalas which have been doing valuable work in the field of research and study of Sanskrit and allied oriental languages. All the universities in the State have been giving due importance to the study of Sanskrit and other oriental languages. The Nagpur University holds special examination in Sanskrit. Government gives grants to Sanskrit Pathashalas.

Visual Education

In Western Maharashtra, visual education has taken great strides. There is an inspector of visual education at the state level. The visual education department has now 112 magic lanterns, more than 30,000 lantern slides, 50 silent, 107 sound and 63 filmstrip

projectors, 2,572 films and 2,000 filmstrips. It has produced a few educational films also. Besides arranging demonstrations in schools and training colleges, it distributes films and filmstrips among schools and training colleges from its library according to a planned schedule. It also conducts short-term training courses for teachers.

Vocational Guidance

A state vocational guidance bureau was established in 1950 for collecting and disseminating occupational information, for training school teachers in educational and vocational guidance and for undertaking allied activities. In 1957, it was converted into a vocational guidance institute with emphasis on training and research. A branch was also opened at Poona. The institute has three main sections: (1) the occupational information section, (2) the psychological section dealing with counselling, and (3) the training section conducting courses for career masters and school counsellors. The institute has published a good deal of useful literature on the subject.

Administration

At the secretariat level, there is a Department of Education and Social Welfare. Under it come the Directors of Education and Technical Education. The former is in overall charge of general education while the latter controls and administers technical and craft education. The J.J. Group of Art Institutions function directly under the secretariat. The following officers function at the state level in addition: research officer, inspector of visual education, inspector for commercial education, inspector for drawing, inspector of physical education, special officer for social education and vocational guidance officer.

The State is divided into four regions each of which is under the charge of a deputy director. In Western Maharashtra, each district has its own educational inspector in class I who is assisted by a deputy educational inspector in class II and a number of assistant deputy educational inspectors in class III according to the number of primary schools, the ideal being to have one ADEI in charge of about 50 schools. There are two or three ADEIs including women for physical education in each district. There are no special women inspectors for girls' schools at the primary school stage, although wherever

possible, the women ADEIs are called upon to inspect girls' schools. There are two inspectresses of girls' schools for the inspection of secondary schools for girls and training institutions for women. In Marathwada, the old administrative pattern has been abolished and a system similar to that in Western Maharashtra has been introduced. In Vidarbha, the old pattern still continues substantially. Below the Deputy Director at Nagpur, there are four divisional superintendents of education for secondary schools. The district inspectors inspect middle schools while assistant inspectors do primary schools. For girls' education, there is an inspectress of girls' schools with assistants for each district. The question of introducing an integrated administrative pattern for the entire State is now under consideration.

The total expenditure on education during 1960-61 came to about Rs. 4,893.16 lakhs out of which Rs. 2,627.70 lakhs was from State funds.

Conclusion

The more important aspects of the State's educational policy may be briefly summarized here. The first of these relates to the provision of universal compulsory and free primary education throughout the State. This involves the organization of a number of programmes such as the development of primary education in the comparatively less developed areas of Vidarbha and Marathwada, the establishment of schools in all schoolless villages on the lines indicated by the educational survey, increasing the enrolment of girls, expansion and improvement of training institutions for primary teachers and free supply of books and writing materials and provision of midday meals. The State proposes to reach this goal in two stages: the first stage covering the age-group 7-11 and the second the age-group 11-14. The second major aspect of the educational policy of the State is to see that poverty is no bar to education. The State has already made education free at all stages to children of parents whose annual income is less than Rs. 1,200. It has also instituted a large number of freeship and scholarships. The third major aspect of the State's policy is to promote technical education because the future prosperity of the State depends mainly on industrialization and the availability of technical personnel. Last but not

the least, due emphasis is placed on physical education and military training which have a long and well-established tradition in Maharashtra.

As stated earlier, the level of educational development reached in different regions of the State has, due to historical reasons, varied considerably. A major programme proposed during the Third Five Year Plan therefore concerns educational integration of all parts of the State and aims at equalizing educational opportunity in the different regions.

The Third Five Year Plan of the State provides for a total expenditure of Rs. 390 crores, of which a sum of Rs. 32 crores has been allotted to education. This will be supplemented to a considerable extent by local contributions. The State has undertaken a major programme of democratic decentralization. As this programme is implemented, the local enthusiasm for education should increase and local contributions are expected to be forthcoming on a much larger scale than at present. The State hopes that with this increased local participation, it will be able to tackle successfully many of its educational problems. The new State of Maharashtra is heir to a glorious tradition of educational pioneering. Its endeavour in the years ahead will be to strengthen and expand that tradition.

EDUCATIONAL STATISTICS OF MAHARASHTRA

(1960-61)

I—Number of Institutions

Item				Total	For girls
Universities	..	..	..	5	1
Boards of education	..	..	..	2	..
Research institutions	..	..	..	15	..
Colleges for general education					
Degree standard	..	..	..	63	5
Intermediate standard	..	..	..	19	2
Colleges for professional and technical education					
Agriculture and forestry	..	..	..	5	..
Applied art and architecture	..	..	..	2	..
Commerce	..	..	..	14	..
Engineering and technology	..	..	..	9	..
Law	..	..	..	8	..
Medicine	..	..	..	15	1
Teacher training					
Basic	..	..	..	3	..
Non-basic	..	..	..	89	4
Veterinary science	..	..	..	2	..
Others	..	..	..	6	..
Colleges for special education					
Schools for general education					
Higher secondary schools	..	..	..	94	14
High schools	..	..	..	2,104	204
Middle schools					
Basic	..	..	..	2,730	113
Non-basic	..	..	..	6,716	520
Primary Schools					
Basic	..	..	..	1,513	30
Non-basic	..	..	..	23,905	774

I—Number of Institutions—Contd.

Item				Total	For girls
Pre-primary schools	..	..	..	527	..
Schools for vocational and technical education					
Agriculture and forestry	..	..	..	37	..
Arts and crafts	..	..	..	..	..
Commerce	..	..	..	240	1
Engineering	..	..	..	14	..
Medicine	..	..	..	78	59
Teacher training					
Basic	..	..	..	127	31
Non-basic	..	..	..	48	16
Technology and industrial and arts and crafts	..			314	144
Others	..	..	..	29	..
Schools for special education					
For the handicapped	..	..	..	31	2
Social (adult) education	..	..	..	23,658	7,872
Others	..	..	..	138	22
TOTAL	..	..	..	62,569	9,816

II—Number of Students

Item			Total	Girls
A. By type of institutions				
Universities	..	..	3,058	466
Research institutions	..	..	298	86
Arts and science colleges	..	..	77,217	18,648
Professional and technical colleges	..	..	33,507	4,564
Special education colleges	..	..	1,880	698
Higher secondary schools	..	..	71,979	14,396
High schools	..	..	7,46,205	2,05,545

II—Number of Students—Contd.

II—Number of Students—Contd.

Item	Total	Girls
General education (school standard)		
High and higher secondary	4,75,982	1,13,557
Middle	9,90,414	2,72,411
Primary	35,68,983	13,39,110
Pre-primary	34,440	15,545
Vocational education (school standard)		
Agriculture and forestry	2,576	6
Arts and crafts .. ..	..	..
Commerce	23,779	4,848
Engineering and technology	14,471	146
Medicine	4,643	3,308
Teacher training		
Basic	16,547	3,989
Non-basic	2,118	1,426
Technology and industrial and arts and crafts ..	7,914	6,001
Other subjects	2,024	207
Special education (school standard)		
For the handicapped	1,720	394
Social (adult) education	3,92,274	1,31,167
Other subjects	9,698	3,525
TOTAL	56,60,287	19,19,846

III—Expenditure on Educational Institutions

Item	Total	On institutions for girls
A. By sources		
Government funds	Rs.	Rs.
Central		
State	3,70,50,278	14,40,061
District board funds	26,27,69,978	2,55,32,216
Municipal board funds	79,83,162	4,18,794
Fees	3,54,25,554	38,79,156
Other sources	10,38,10,889	1,09,80,549
	4,22,76,474	39,97,825

III—Expenditure on Educational Institutions—Contd.

Item		Total	On institutions for girls
		Rs.	Rs.
B. By type of institutions			
Direct expenditure on			
Universities	1,34,03,734
Boards	35,05,068
Research institutions	21,76,309
Arts and science colleges	2,52,15,900
Colleges for professional and technical education	2,45,64,108
Colleges for special education	11,03,158
High and higher secondary schools	9,62,96,144
Middle schools			
Basic	3,07,82,958
Non-basic	6,29,54,254
Primary schools			
Basic	56,23,077
Non-basic	6,36,80,000
Pre-primary schools	16,94,955
Vocational and technical schools	2,15,44,147
Special education schools	38,77,310
TOTAL (Direct)	35,64,21,122
Indirect expenditure on			
Direction and inspection	62,15,070
Buildings	5,01,31,878
Scholarships	4,48,19,232
Hostels	59,88,106
Other miscellaneous items	2,57,40,927
TOTAL (Indirect)	13,28,95,213
GRAND TOTAL	48,93,16,335
			4,62,48,601

IV—Number of Teachers

Item			Total	Women
Universities and colleges	..	..	6,887	933
High and higher secondary schools	..	..	33,100	8,131
Middle schools	..	..	64,239	15,568
Primary schools	..	..	50,371	10,109
Pre-primary schools	..	..	1,351	1,283
Vocational and technical schools	..	..	5,424	1,120
Special schools	..	..	975	230

V—Examination Results

Item		Total	Girls
Students passing			
M.A. and M.Sc.	..	1,974	559
B.A. and B.Sc. (Pass and Hons.)	..	11,724	3,922
Professional (degree)	..	6,491	920
Matriculation and equivalent examinations	..	63,335	16,578

VI—Number of Institutions in Rural Areas

Item		Total	For girls
Universities and colleges	..	7	..
High and higher secondary schools	..	839	5
Middle schools	..	7,581	210
Primary and pre-primary schools	..	22,784	355
Vocational and special schools	..	21,623	6,987
TOTAL	..	52,834	7,557

VII—Number of Pupils from Rural Areas

Item			Total	Girls
Universities and colleges	..	..	27,277	2,245
Higher and higher secondary schools	..	..	2,15,287	22,498
Middle schools	..	..	15,70,018	4,95,442
Primary and pre-primary schools	..	..	11,92,937	3,88,992
Vocational and special schools	..	..	3,48,670	1,02,162
TOTAL	..	..	33,54,189	10,11,339

VIII—Number of Students in Selected Classes

Item		Total	Girls
Number of students in classes			
I-V	..	39,48,645	14,51,779
VI-VIII	..	7,48,159	1,95,935
IX-XI	..	3,38,575	77,364

IX—Some Selected Averages and Percentages

Cost per capita on education (in rupees)	..	..	..	12.35
Cost per pupil (in rupees)				
High and higher secondary schools	..	..	..	117.7
Middle schools	..	..	..	38.5
Primary schools	..	..	..	38.9
Number of pupils per teacher in				
High and higher secondary schools	..	..	..	25
Middle schools	..	..	..	38
Primary schools	..	..	..	35
Percentage of trained teachers in				
High and higher secondary schools	..	..	..	63.1
Middle schools	..	..	..	72.8
Primary schools	..	..	..	49.8

CHAPTER 14

Mysore

General

Before its merger in the Indian Union, Mysore was a leading and progressive princely State. When the Constitution was adopted in 1950, it became a Part B State ; in 1956, all the Kannada-speaking territories were merged to form the present Mysore State. It has an area of 74,210 square miles divided into 19 revenue districts which include ten districts of the old Mysore State, four districts of the former Bombay State, three districts of the erstwhile Hyderabad State, one district of the former Madras State, and Coorg which was formerly a centrally administered area.

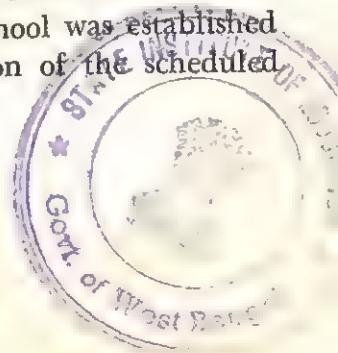
The population of the State in 1961 was 23,586,772 which gives a density of 319 persons per square mile. Owing to industrialization, Mysore is fairly urbanized, the population of its 288 towns being 5,187,105 or 22 per cent. The remaining 78 per cent of the people live in villages which number 25,880. A large majority of the people are Hindus and form about 90 per cent of the total population. Muslims form about 8 per cent and Christians, Jains and others account for the remaining 2 per cent. There are several castes and sub-castes among the Hindus, although the dominant communities are only two—the Lingayats and Vokkaligars. According to the 1951 census, the number of people belonging to scheduled castes was 2,583,142 (13.3 per cent of the total population) and to scheduled tribes 80,402 (0.4 per cent of the total population). With the spread of education, the system of Purdah is rapidly disappearing. Social prejudice against the education of girls is dying out. Mysore was the first State in India to legislate against child-marriage. Legislation to liquidate untouchability has also been passed. It has largely disappeared in urban areas, although its hold on the people of rural areas is still fairly strong.

Kannada, Telugu, Marathi, Urdu and Tamil are the main languages of the State. Kannada, which is spoken by the largest number of people, is the regional language.

Development of Education before 1947

Modern education in the old Mysore State began at the time of its administration by the British Commission (1831-81). On the basis of the Despatch of 1854, Mr. Devereux, the then Judicial Commissioner, prepared a scheme under which a department of education was created and the first modern educational institutions—a primary school in each taluk, four Anglo-vernacular schools (one for each of the four divisions), and a central college for the State as a whole—were established. Another important event of this period was the Hobli Scheme introduced by Mr. Rice, the then Director of Public Instruction, under which each Hobli (a small group of neighbouring villages) was provided with a school.

The year 1881 saw the restoration of the hereditary dynasty. The rulers that came proved to be very enlightened with the result that education made all-round progress during the next 40 years (1881-1920). Some of the important events of this period were: (1) in order to correct the literacy bias of the matriculation course, manual training was made an integral part of the secondary curriculum in 1907; (2) a momentous decision to locate the Indian Institute of Science in Bangalore was taken in 1911; (3) to ensure popular support for the furtherance of education, an Economic Conference of officials and non-officials was established in the same year; (4) an Elementary Education Regulation seeking to introduce compulsory education in the State was passed in 1913; (5) in the same year, secondary education was placed on a sounder footing by the institution of secondary school leaving certificate examination; (6) the University of Mysore, which owed its birth to the efforts of the then far-sighted Dewan, Dr. M. Visweswaraiya, came into being in 1916; (7) the establishment of mechanical engineering school at Bangalore, the Chamarajendra Technical Institute at Mysore, government commercial schools at Bangalore and Mysore, and the creation of an agricultural school at Hebbal laid the foundation of vocational and technical education in the State; (8) a number of normal schools for the training of primary teachers were established and in 1914 the Normal School at Mysore was raised to the status of a college; and (9) a Panchama Boarding School was established at Mysore in order to encourage the education of the scheduled castes.



During the ten years from 1920 to 1930, the cardinal note of educational policy was consolidation rather than expansion. In pursuance of this policy, further extension of compulsory primary education was suspended ; inefficient aided village schools were taken over by the government and the management of village schools was entrusted to the Panchayats in 1927-28 ; manual work, nature study and drawing were introduced in the curricula at the primary and secondary stages ; the medium of instruction in middle schools was changed from English to the mother tongue ; and as many as 23 vocational subjects were introduced under the optional part of the high school curriculum. Two other remarkable developments of this period were the establishment of intermediate colleges in 1928-29 and municipal high schools in 1929.

Owing to the general economic depression, not much progress was registered during 1930-40. In primary education, the Mysore Elementary Education Regulation of 1930 was enforced and the control of elementary education was transferred to local bodies, *viz.*, district boards and municipalities. It was expected that this arrangement would result in a progressive expansion of primary education and that it would pave the way for compulsory education at the end of ten years. Unfortunately, the expectation was completely belied. Instead of expansion, there was a slight retrogression. In other sectors of education, too, there was hardly any progress and the only outstanding event was the establishment of Sri Krishnarajendra Silver Jubilee Technological Institute in 1938. The high school curriculum was revised in 1937 and a number of sub-groups such as the humanities, mathematics and science, industrial arts, commercial arts, agriculture, etc., were introduced as optionals. The mother tongue was adopted as the medium for teaching in high schools also.

The seven years between 1940 and 1947, characterized by great public enthusiasm for education, witnessed several significant development. The Economic Conference was revived in 1945 ; the government resumed control of primary education by passing the Elementary Education Act of 1941 and launched a big programme of opening primary schools ; to meet the increasing demand for middle school education in rural areas, new type middle schools were started in 1942 ; the popular demand for new high schools, which

had become more insistent during this period, was met partly by the opening of government institutions and partly by increasing the number of municipal high schools ; in the field of technical education, Sri Jayachamarajendra Occupational Institute was established at Bangalore in 1943. This increase in the educational enterprise of the government and local bodies was happily matched by a parallel spurt of voluntary effort.

On the eve of independence, the old Mysore State was one of the educationally advanced states of India. In 1956, it took over some areas from Bombay and Coorg, which were also advanced. The region of Hyderabad-Karnatak that came in simultaneously was much less developed. The main educational problems which the new Mysore State had to face on its formation were two : (1) development of the Hyderabad-Karnatak region ; and (2) the creation of an integrated system of education out of the five different systems that were brought together as a result of reorganization.

Primary Education

In 1947-48, Mysore had 9,285 primary schools with 5,19,556 pupils and 18,345 teachers. The teacher-pupil ratio was 1:28 and the annual cost per pupil Rs. 18.45. After reorganization, the number of primary schools rose in 1956-57 to 20,999 with 14,68,378 pupils and 46,369 teachers. The teacher-pupil ratio rose to 1:32 and the cost per pupil to Rs. 25.7. By the end of 1960-61, there were 21,102 schools with 12,75,916 pupils and 38,191 teachers. This implies that about 74 per cent of the children in the age-group 6-11 were in schools at the end of the Second Plan. In the Third Plan, it is proposed to enrol 10 lakh additional children and to raise the percentage of enrolment to go in this age-group.

Children in the age-group 11-14 attend upper primary schools (classes V-VII) in the Bombay-Karnatak and ex-Mysore areas and middle schools (classes VI-VIII) in the Hyderabad-Karnatak area. In addition, middle school education is also provided in full-fledged primary schools which teach classes I-VII or I-VIII or in composite high and higher secondary schools which teach classes I-XII. The total enrolment in classes VI-VIII in all types of institutions was 3.6 lakhs (22.5 per cent) at the end of 1960-61. It is proposed to enrol two lakh additional children in this age-group during the

Third Plan raising thereby the percentage of enrolment to 28 by 1965-66.

On the recommendations of the Educational Integration Advisory Committee, it has been decided that the primary course should be of seven years' duration and that the age of admission should be six plus. A new syllabus has been prepared for this course and is being introduced in all areas of the State according to a phased programme spread over four years, commencing from 1959-60.

The condition of primary school buildings is unsatisfactory. In 1957-58, out of 20,844 primary schools, 10,010 were housed in unsuitable buildings. In 1958-59, 46.5 per cent of government buildings were either kutch or unsuitable. Of the rented buildings, nearly 43 per cent were unsuitable. Even when funds are available, construction is often delayed because the Department of Public Instruction has no control over the construction programmes. It is now proposed to appoint a special engineer who will assist the Director of Public Instruction in clearing technical bottlenecks in building programmes. In order to bring down the cost of buildings, a simple type design has also been prepared. In the rural areas, the population is expected to contribute about 40 per cent of the cost of building of a school or to give a rent-free building for the purpose. Though the response has been encouraging the scheme has not made much headway.

In 1947-48, there were six teacher training institutions in the old State of Mysore. After reorganization, their number increased to 46 in 1955-56 and to 76 in 1960-61. Even with this increase it has not been possible to arrange for the training of all the untrained teachers.

The government has also been alive to the need of increasing the pay scales of teachers. The scales have already undergone two revisions during this period—the last revision occurring in 1957. Considering the present cost of living, it must be admitted that even the revised pay scales can by no means be considered adequate.

The State publishes some of its own textbooks. There is a Primary Textbook Committee which selects and prescribes non-departmental textbooks. The number of departmental publications

is small (out of a total of about 1,000 prescribed textbooks, only about 50 are departmental). Though there has been considerable improvement in textbook production, much remains to be done. With a view to encouraging research in this field and bringing out good textbooks, the government has set up an educational research bureau.

The Primary Education Board set up by the government advises it on all matters relating to primary education.

Local communities are taking much interest in the management of primary schools. Bhudan for schools movement has been launched. The movement has roused considerable public enthusiasm ; more than 15,000 acres of land have already been donated for schools.

The State has made a beginning with midday meals. The scheme is being run on a modest scale. Wastage and stagnation, though somewhat less prevalent than before, continue to be serious problems. Measures taken to control them include award of attendance scholarships, provision of midday meals and free distribution of slates and books. With the introduction of compulsory education in the Third Plan, the extent of wastage and stagnation is expected to be reduced further.

Basic Education

Basic education was first introduced in a small area in Bombay-Karnatak in 1938-39 under the Government of Bombay. In the former Mysore State also, similar experiments were initiated on the eve of independence. In 1947-48, there were 13 basic schools with 628 pupils. By the end of 1956-57, i.e., after reorganization, the number of basic schools had risen to 1,737 with 2,98,328 pupils and 8,739 teachers. By the end of 1960-61, the number of basic schools had further increased to 3,127 with 4,93,052 pupils and 14,081 teachers. During 1960-61, the syllabus for teacher training institutions was revised with a view to improving the training of teachers for basic and basic-oriented schools. It has also been decided that in future all training institutions should be of the basic type. It is expected that, when more and more teachers leave these training institutions, it would be possible to convert a large number of the existing non-basic primary schools to the basic pattern.

Secondary Education

In 1947-48, Mysore had 127 high schools with 32,736 pupils and 1,539 teachers. At the end of 1960-61, there were 778 secondary schools with 2,54,256 scholars and 10,634 teachers. On an average, there is a high school for every 27 primary schools, serving an area of 97 square miles.

There has been a marked increase in the percentage of trained teachers, owing largely to an increase in the number of teacher training institutions and to the enlargement of their intake capacity.

To improve standards of instruction in various subjects, subject inspectors have been appointed in science, mathematics, English, other languages and social studies.

Secondary education in the State has been reorganized in the light of the recommendations of the Secondary Education Commission, the Mysore Educational Reforms Committee and the Educational Integration Advisory Committee. The reorganized system of secondary education consists of four years, comprising standards VIII to XI. Standard VIII is an exploratory one and instruction in the electives begins only from standard IX. Detailed syllabuses for these standards were framed on the pattern of the syllabuses issued by the All-India Council for Secondary Education and were introduced in standard VIII in 1960-61.

High schools are being gradually converted into multipurpose high schools or higher secondary schools. During 1960-61, there were 61 multipurpose high schools and 69 higher secondary schools. Out of the 61 multipurpose schools, six schools have been preparing candidates for standard XI public examination. Six more schools were expected to send candidates for the final examination during 1960-61. Provision has been made for the conversion of a large number of high schools into higher secondary schools. Since it will not be possible to convert all schools into multipurpose or higher secondary schools immediately, it has been decided to conduct a public examination at the end of standard X also. Students passing this examination will be eligible for admission to the pre-university course or standard XI elsewhere.

University Education

The large expansion of primary and secondary education during

the post-independence period has naturally pressed on the university stage. This will be clear from the following account of the two universities of the State—the University of Mysore and the Karnataka University.

University of Mysore : In 1947-48, there were 22 colleges under the control of the university ; in 1960-61 there were 62. Besides, the university maintains the University Library, the Oriental Research Institute and the Department of University Publications and Extension Lectures. In 1916, when the university was first set up, it had only two faculties, *viz.*, arts and science. Today it has nine faculties—arts, science, agriculture, commerce, education, engineering, law, medicine and technology. The number of students studying in the university has risen from 10,803 in 1947-48 to 35,492 in 1960-61. The number of candidates who received degrees in the various examinations was only 1,166 in 1949. By 1961 it had risen to 6,126 registering an increase of 4,960. The total number of teachers working in the university was 2,287 in 1960-61.

The Mysore University has been reorganized and a new Mysore University Act has been passed on the basis of the recommendations made by Dr. C. R. Reddy, the Educational Reforms Committee and the Indian Universities Commission. The Act has gone a long way in conferring autonomy on the university in academic and administrative matters. The two-year courses in B.A., B.Sc., and B.Com. were re-patterned into three-year courses in 1958-59, and provision was made to start the pre-university course. An important feature of the reorganization scheme, both in the University of Mysore and the Karnataka University, has been the inclusion of general education in the curriculum for the pre-university and degree courses. Under this scheme, arts students will have to offer general science, and science students social sciences on a compulsory basis. Kannada has been introduced as an optional medium of university instruction. A number of textbooks in Kannada have been brought out to facilitate the change of medium.

For improving standards of teaching and research at the university level, it was essential to revise the pay scales of teachers. With this end in view the government approved the following pay scales with effect from 1 January 1957 and these continued during 1960-61 also.

Professors (Class I)	Rs. 700-40-900-50-1000 ;
Professors (Class II)	Rs. 400-25-550-30-700-40-820 ;
Readers	Rs. 250-20-350-25-500 ;
Lecturers	Rs. 200-10-250-20-450.

The University Grants Commission has agreed to meet 80 per cent of the cost of upgrading the scales.

During the First Plan, the University Grants Commission gave a small grant-in-aid to the university towards the purchase of equipment, books and journals on scientific, technical and other subjects and for the improvement of post-graduate teaching and research. The Second Plan had a provision of Rs. 156.77 lakhs for this purpose ; the expenditure was shared between the University Grants Commission and the Government of Mysore.

To relieve the university of the responsibility of direct administration of under-graduate colleges and to enable it to concentrate on the maintenance of standards and development of research facilities at the post-graduate level, the Government of Mysore has transferred the control of colleges (except three) to a separate Directorate for Collegiate Education created for the purpose. Following the recommendations of the University Education Integration Committee under the chairmanship of Dr. Lakshmanaswamy Mudaliar, the university has also decided to set up a separate department for each branch of study. All the departments are to be located at the headquarters of the university.

Karnatak University : The Karnatak University, which is a teaching-cum-affiliating university, was started in 1949. It had only 12 colleges under its jurisdiction to start with ; during 1960-61 it had 30 affiliated and one constituent colleges. There were only two post-graduate departments in 1951-52 ; now there are 16 — nine in humanities and social sciences and seven in natural sciences. In addition, provision has also been made for post-graduate instruction in education, commerce, Marathi, law and agriculture in some of the colleges.

The strength of students in affiliated colleges rose from 3,638 in 1949 to 12,652 in 1960-61. There are 528 students and 57 teachers in the post-graduate departments. The three-year degree course in arts and science was introduced with effect from June

1959. Out of 31 colleges under the university, 17 impart instruction in arts and science, the remaining 14 being professional institutions. All the 31 colleges are co-educational.

To implement the decision of the University Grants Commission that no college should have more than 800-1,000 students on its rolls, the university has split up the Karnatak College at Dharwar (a government college whose management was taken over by the university in 1958) into two colleges known as the Karnatak Arts College and the Karnatak Science College. Recruitment of highly qualified and experienced persons for the post-graduate departments and deputation of selected teachers for advanced studies abroad are some of the steps taken by the university towards the improvement of standards. Further, the scales of pay recommended by the University Grants Commission have been adopted (1957-58) in respect of the posts of professors, readers, lecturers and demonstrators.

The university runs an Information Bureau to help students with information about facilities for higher education in India and abroad. It has also a Publication and Extra-mural Studies Board which is responsible for bringing out university journals, textbooks in Kannada and popular literature.

Technical Education

The Government of Mysore started a number of technical institutions in the pre-independence period. However, these early beginnings of technical education were hardly adequate to meet the industrial needs of the State. Not only did technical education require expansion, it had also to be broad-based and reorganized in accordance with the changing conditions and the latest developments in science and technology.

The State has now a separate Directorate of Technical Education which was set up in 1959. There is also a Board of Technical Education and Training presided over by the State Minister for Education. The Director of Technical Education is Secretary to the Board.

Before the attainment of independence in 1947, there were only three engineering colleges and two polytechnics in the ex-Mysore area. At the time of the reorganization of States in 1956 there were six engineering colleges with an intake of 430 candidates and 14 polytechnics with an intake of 1,464. In 1960-61, the number of

engineering colleges was ten with an intake of 1,320 and that of polytechnics 24 with an intake of 3,080. The all-India target of having at least one polytechnic in each district has been achieved in Mysore.

In all the engineering colleges, courses are provided in civil, mechanical and electrical engineering. The Sri Krishnarajendra Silver Jubilee Technological Institute, Bangalore offers courses in textile technology at the degree, diploma and certificate levels. In the polytechnics, the courses provided are extremely varied and differ from institute to institute.

At the public examinations conducted by the Board of Technical Examinations during 1961, 6,445 candidates appeared for different diploma examinations of which 4,309 passed, yielding a pass percentage of about 67. The number of candidates appearing for various certificate examinations was 809 of whom 707 or 87 per cent passed. The number of candidates who took the artisan and craft courses was 54 of whom 42 or 78 per cent passed.

An outlay of Rs. 2.72 crores was provided in the Second Plan for technical education. The demand for technical education is growing from year to year. In 1960, as many as 4,490 applications were received for the 810 seats in the six engineering colleges in the State and only 18 per cent of the applicants were able to secure admission.

Rural Artisan Training Institutes : The Department of Industries and Commerce organizes rural artisan courses for the training of youth in the improved cottage industry techniques. These courses are available in rural artisan training institutes which are under the administrative charge of the Joint Director of Industries and Commerce, Rural Industrialization, Bangalore. Each district has a rural artisan training institute. At the end of the Second Plan, there were 21 such institutes in the State. The intake of each institute is 100 to 125 at the rate of 20 to 25 candidates per craft. At present, 1,575 rural artisans are undergoing training in these institutes in different crafts. The Chamarajendra Technical Institute started in Mysore as early as 1913 is now the biggest of these institutes offering as many as 13 craft courses. Candidates of the age-group 14-30 possessing general educational qualification up to primary standard IV (or sometimes even a lower qualification) are admitted for training. Students from artisan families are given preference. The period of

training for all the courses is one year after which a trainee is required to undergo in-service training in a production centre for a period of six months before taking the final examination. During training, students are given stipends worth Rs. 20 to 30 per mensem. After training, each candidate is provided with a standard tool kit appropriate to his trade and not exceeding Rs. 250 in value. The amount spent on the kit is treated as interest-free loan and is recovered in easy instalments.

Social Education

There is no uniform pattern of administration for social education in the State. In the ex-Mysore area, social education is looked after by the Mysore State Adult Education Council. In Coorg area, it is under a district social education officer. In the Bombay-Karnatak area, it is under the Regional Social Education Committee, Belgaum. In the development blocks, social education is directly controlled by the government. In order to coordinate the work of the different agencies engaged in this work, a Mysore State Social Education Council has been formed.

The Mysore State Adult Education Council has been in existence for a long time and has rendered outstanding service. Since the inception of the Council, 40,312 adult literacy classes have been organized and 4,36,646 adults made literate. The Council also runs follow-up clubs and rural libraries. At present, there are 2,429 rural libraries functioning under the control of the Council and 12 libraries which supply books to member libraries. The Council has so far published 125 small booklets for the benefit of neo-literates. It also publishes a weekly *Belaku* for adults and neo-literates. It has seven mobile units which show and interpret to the rural masses films depicting rural problems, classical dances, music, sculpture, health, hygiene, agriculture and sanitation. The Council is running six Vidayapeeths on the model of Folk High Schools of Denmark for training young men for rural leadership. In 1959-60, 128 leaders were trained in these institutions. A major portion of the expenditure of the Council (about Rs. 4.75 lakhs per year) is met by the State Government. The Council also receives aid from the Ford Foundation, Unesco and Mellemfolkelight, Samvirke, Denmark.

Girls' Education

In 1947-48, in the ex-Mysore area, there were 532 girls' primary schools, 99 girls' middle schools and 20 girls' high schools ; the number of girls in the three types of institutions being 1,13,745, 4,589 and 1,221 respectively. In 1956-57, just after reorganization, there were 1,250 primary, 221 middle, and 91 high schools for girls ; the number of girls in attendance being 5,68,175, 1,01,47 and 42,941 respectively.

There are five colleges exclusively meant for women in the Mysore University. The strength of women students in the university was 1,177 in 1947-48 ; it rose to 6,503 in 1960-61 recording an increase of about 500 per cent. A similar increase has also taken place in the Karnatak University.

The Mysore State Social Welfare Board has lately been organizing condensed courses for women between the ages of 20 and 35. Women attending these courses are allowed to appear for the final class examination at the end of the primary stage in a recognized school along with the regular candidates. Two years later they become eligible for appearing privately in the SSLC examination.

A State Council for Women's Education has been set up to advise on all matters relating to the education of women.

Though there has been an appreciable increase in the enrolment of girls, the position can by no means be regarded as satisfactory. It is estimated that by the end of the Second Plan, not more than 8.07 lakh girls in the age-group 6-11 (out of a total 15.08 lakhs), were in schools. This gives a percentage of only 55.3 as against 91.9 in the case of boys.

In the ex-Mysore area, education for girls is free in classes I to VIII ; and in classes IX to XI they are charged only half the tuition fee. In addition, attendance scholarships in the form of clothes, books and stationery are given to deserving girls in classes I to VIII. A major reason for poor enrolment in the higher classes, particularly in the rural areas, was the non-availability of separate high schools for girls. It is therefore proposed to open more separate schools for girls with hostel facilities. Subjects like home science, music, fine arts, etc., which are particularly popular among girls have also been introduced.

Teaching of Science

In the new syllabus for primary schools, which was introduced in 1959-60, general science is a compulsory subject in classes I to VII. While many schools are lacking in laboratory facilities it is hoped that by 1961-62, most of them will have the minimum equipment required for the teaching of science. It is also proposed to arrange refresher courses for teachers of science. A pilot project for the teaching of science in primary schools is in progress in Coorg. It covers about 100 primary schools and tries to improve the quality of science teaching by trying out new experiments, demonstrating new techniques of teaching, and by preparing and improving teaching aids.

According to the new secondary syllabus, which was introduced in standard VIII in 1960-61, general science is a compulsory subject in classes VIII to X. From standard IX, science is also taught as an elective subject. A pupil can take one of the following combinations under this group: (1) mathematics, physics and chemistry ; (2) physics, chemistry and biology ; and (3) physics, mathematics and biology. For equipping science laboratories, grants were given to all schools during 1959-60. Adequate provision for this purpose has been made in the Third Plan.

There is a great demand for science as an optional subject at the secondary stage since a pass in the subject is essential for admission to the technical and science courses in universities. For the SSLC examination of 1959, more than 65 per cent of the total number of candidates offered science as an optional subject.

Scholarships

Except in a few private institutions, education at the primary stage is free in the State. In high schools, full fee concessions are granted to pupils, the annual income of whose parents does not exceed Rs. 1,200. Pupils belonging to scheduled castes and scheduled tribes have been exempted from paying tuition fee in schools and colleges. The University of Mysore also awards free studentships to poor and deserving students.

There is a large variety of scholarships tenable from the primary to the college level ; but their number, value, duration and modes of award vary from area to area. During 1959-60, in all

15,541 scholarships for boys and girls were awarded in ex-Mysore area. Out of this, 3,831 scholarships were awarded to scheduled caste boys and girls. In Hyderabad-Karnatak area, Riyayati Scholarships are open to all communities (with an additional provision for backward classes, scheduled castes and tribes) in high and middle schools. In Bombay-Kartanak area, scholarships are awarded on the basis of a common competitive examination. In Coorg, scholarships are awarded in secondary schools, senior basic schools, junior basic schools with additional provision for backward classes and scheduled castes and tribes. In South Kanara and Bellary districts, general scholarships are awarded in high and middle schools with an additional allotment for backward communities. Several overseas scholarships from government and non-government funds are also being awarded to promising students for study abroad.

A liberal provision of Rs. 14,97,949 was made for scholarships in the budget for 1960-61. A major portion of the provision, i.e., Rs. 10,56,495 was set apart for backward classes scholarships. The Mysore University provided a sum of Rs. 1,92,400 for awarding scholarships to students of backward communities. In the years to come, the State policies in the matter of scholarships and fee concessions are likely to be more liberalized.

Physical Education

There is a State Sports Council with the Minister for Education as Chairman to advise the State on matters relating to physical education, games and sports. The Sports Council also organizes athletic meets at the district, divisional and state levels. Physical education, which used to be an extra-curricular activity in the past, is now an integral part of the scheme of studies at all levels. A superintendent of physical education is attached to the Directorate of Education and is in charge of physical education in primary and secondary schools. At the university level also, physical education is organized systematically. There is a Director of Physical Education in the Mysore University and a Board to advise the university on matters relating to sports, athletic meets, physical culture activities and inter-collegiate sports meets.

The Department has opened 26 gymnasiums with 76 qualified instructors during the Second Plan. A number of private

Vyayamshalas have also come up and are receiving grant-in-aid from the government. For effective supervision of physical education, one physical education inspector has been given to each district.

There are five institutions which are imparting training in physical education--the Government College of Physical Education at Bangalore, which trains graduates for a diploma in physical education, and four other institutions for training under-graduates for a certificate. In 1960, 38 candidates qualified in the diploma examination and 129 in the certificate examination.

Scouting and Guiding

There is a State Council for the promotion of scouting and guiding. During 1958-59, there were 715 packs, 933 troops and 71 crews, their strength being 12,555, 21,027 and 1,491 respectively. In the girl guide section, there were 122 flocks, 111 companies and four teams with a strength of 2,965, 3,153 and 53 respectively. The Council receives an annual grant of Rs. 25,000 from the State Government.

NCC and ACC

During 1948-49, there were 10 senior officers with 315 senior cadets in NCC. In 1955-56, the strength was 22 senior officers with 770 senior cadets and 22 junior officers with 720 junior cadets, comprising the army, air, medical, engineering and girls' divisions. The total number of officers at the end of 1959-60 in senior and junior divisions was 191 and that of cadets 10,783, both boys and girls.

The ACC movement has also developed very rapidly. In 1956, there were 350 officers with 27,500 cadets while in 1959, there were 647 officers with 38,820 cadets in the boys' section and 67 officers with 4,020 cadets in the girls' section—a total of 714 officers with 42,840 cadets.

The estimated expenditure on NCC and ACC for 1960-61 was Rs. 7,61,132. A provision of Rs. 29.67 lakhs has been suggested in the Third Plan for this purpose.

Bharat Seva Dal

The Bharat Seva Dal was started in 1950 as a non-party and non-communal organization. During the last seven years, it has

trained 74,000 volunteers, both boys and girls. Physical training courses are run by the organization at four levels—Prathama, Madhyama, Kendranaik and Utchasanik. Persons who obtain Kendranaik certificates are eligible for appointment as physical culture instructors in high and middle schools.

Medical Inspection

The scheme of medical inspection is in operation in selected centres. The executive head of the scheme of medical inspection is the Chief Medical Inspector of Schools in Bangalore. At the university level, every student is examined once a year. During 1959-60, 71,196 children out of a total of 1,00,504 on rolls were examined at the 190 centres where the scheme was in operation. Compulsory medical fees at enhanced rates have been levied at the primary and secondary levels. It is now proposed to run the scheme on a universal self-supporting basis.

Education of Scheduled Castes, Scheduled Tribes and other Backward Classes

In 1947-48, the ex-Mysore area had 450 separate schools for backward classes with a strength of 11,006 pupils. Besides, 53,754 pupils belonging to these classes were studying in other schools. With the formation of the new Mysore State in 1956-57, the number of scheduled caste pupils studying in primary, middle and high schools had risen to 1,60,495 and by 1960-61, it had risen further to 2,38,682. During the same year, there were only 19 separate primary schools with 513 scheduled tribe scholars.

Ever since the State's reorganization in 1956, the administration has been doing its best for the educational advancement of scheduled castes and tribes. With a view to stepping up their enrolment, a regular drive is launched throughout the State at the beginning of each academic year. Free distribution of clothes, books, slates and pencils to poor and deserving children is a special feature of the drive. To attract students to middle and high schools, hostels are being opened by the Department throughout the State at taluk headquarters and other important places. During 1958-59, there were 106 government hostels (37 for girls) and 73 aided hostels with a strength of 836 boarders in ex-Mysore area. In the same period

there were 72 aided hostels with a strength of 2,067 boarders and 10 government hostels with a strength of 608 boarders in other areas.

The rates of scholarships as also the rates of hostel grants vary from one integrated area to another. A proposal to adopt uniform rules for recognition and payment of grants to aided hostels as also for the award of scholarships is now under consideration.

Liberal provision for scholarships to students of these classes has also been made in the two universities. Besides, 20 per cent of the seats have been reserved for them in all the institutions under their control. A general exemption from the payment of tuition, admission and examination fees in all grades of institutions has been granted to these communities.

It should be clarified that the basic approach of the government is against the establishment of separate schools and hostels for children belonging to these classes. As far as possible, the government would prefer them to study with the children of the other communities in the general schools and hostels. As a first step in this direction, the government has taken a decision to encourage the admission of scheduled caste students to general hostels controlled or assisted by the government by reserving 10 per cent of the seats for them. It has also been decided to encourage the admission of non-Harijan students to the hostels meant for scheduled castes and tribes by meeting half the cost of the boarding charges in Harijan hostels.

Pre-primary Education

Pre-primary education is managed by private organizations. In the ex-Mysore area, the number of pre-primary institutions in 1947-48 was 30 (with 1,674 pupils); in the other areas also pre-primary education was equally undeveloped. During 1956-57, the number of pre-primary schools stood at 100 with 5,893 pupils. Four years later, that is by 1960-61, the number had risen to 201 schools with 13,568 pupils. The Mysore Educational Reforms Committee of 1953 had recommended that the responsibility of starting and maintaining pre-primary schools should continue to be left to private agencies and local bodies. Accordingly, most of the schools have continued to be non-government and are located in cities and towns.

The State Government appointed some time ago a pre-primary education committee which is expected to submit its report shortly. A provision of about Rs. 2 lakhs has been made in the Third Plan for assistance to private pre-primary schools. It is also proposed to start 20 model pre-primary schools at district headquarters at a cost of Rs. 12.75 lakhs.

Though there are a few training institutions for teachers of pre-primary schools, the existing facilities are far from adequate. More training institutions are needed if an impetus is to be given to the opening of pre-primary schools.

Education of the Handicapped

In the pre-independence period, there were two government institutions for the handicapped—one at Mysore and the other at Hubli. There has been no increase in the number of these institutions although their enrolment has increased from 120 in 1947-48 to 239 in 1960-61. The school at Mysore has its own Braille Press where printing is done by the blind boys. Music is an important subject of study. Other vocational subjects provided for include spinning, weaving, fret work, basket making, rattan work, carpentry, tailoring, mat weaving and thread making. A special department under a separate deputy director has been created to deal with problems connected with the education of the handicapped.

Audio-visual Education

The scheme of audio-visual education was started in 18 government high schools in ex-Mysore area in 1950. The Bombay-Karnatak area comprising four districts had the benefit of the Bombay scheme of audio-visual education. After the reorganization of the State, more secondary schools have been brought under this scheme and special fees have been levied in order to make it self-supporting. In 1960-61, 120 secondary schools were taking advantage of the scheme. Out of these, nearly 90 high schools have 16 mm sound or silent film projectors, 25 have filmstrip projectors and five have epidiascopes.

To guide and promote the development of audio-visual education, an Advisory Board consisting of 18 members has been set up in the State. A special officer is the Secretary of the Board. There is a

central film library attached to the office of the Director of Public Instruction, two regional film libraries in Dharwar and Gullbarga attached to the offices of the respective deputy directors of public instruction, and a district film library attached to the office of the District Educational Officer, Coorg. In addition, radio sets have been supplied to high schools at the rate of 50 sets a year ; 353 radio sets are operating at present in the various institutions. In the coming years, it is proposed to extend the scheme to all schools, including primary schools.

Teaching of Hindi

Even during the pre-independence period, Hindi was taught at all levels, both as a second language and as an optional subject. Since independence however the State Government has taken a number of steps to promote the study of Hindi. In ex-Mysore area, Hindi was made compulsory in all the three high school classes in 1948. Of late, it has been taught at the middle stage in certain selected schools. In the Bombay-Karnatak area, Hindi was made a compulsory subject of study at the primary stage in 1948. At the secondary stage also, Hindi has become a popular subject. Although it was not a compulsory subject for the SSLC examination of 1959, about 16,000 candidates offered Hindi as an optional subject. In the new primary and secondary curricula adopted for the State as a whole, the study of Hindi is compulsory from classes VI to X ; it is also compulsory for the public examination at the end of standard X. At the university stage, Hindi can be offered, both as a second language and as an optional subject.

During the last two years, a number of special Hindi classes have been opened at different places for the benefit of government employees. Besides, grants are being given to voluntary associations to conduct free Hindi classes all over the State. Another important development in this field has been the setting up of the Hindi Board of Studies and Examinations (1952) to advise the government on steps to be taken for the promotion and development of Hindi.

A Hindi Shikshak training course for training Hindi teachers has been started at the Government Training College (for men), Mysore, in addition to a Hindi Vidwan course in the same

college. Another training course in Hindi is being run at the S.T. College, Belgaum.

Propagation of Sanskrit

Before independence, Sanskrit could be offered both as a second language and as an optional subject at the secondary stage. In the SSLC examination of 1959, about 9,000 pupils out of a total of about 50,000 who took the examination, offered Sanskrit as a second language. In the ex-Mysore area, it can be offered as an optional subject at the middle stage also. In the new curriculum, introduced in 1960-61, Sanskrit at the secondary stage can be taken under a composite course in lieu of the regional language or the mother tongue. It can also be offered as an elective.

There are two Sanskrit colleges in the State which train candidates for several Vidwat examinations. There is a Sanskrit college at Udupi where candidates are trained for Siromani examination. There are a number of Sanskrit and Veda Pathashalas. One important scheme of reorientating Pathashalas was implemented in South Kanara in 1948 by starting oriental high schools. The candidates can enter the university after completing this course. In the new set-up, it is proposed to bring these schools in line with higher secondary schools. In 1947-48, the total number of Pathashalas was 82 with a strength of 2,080 pupils. During 1958-59, there were 88 Sanskrit Pathashalas, 11 Veda Pathashalas, 10 Sanskrit schools and four oriental high schools. The total number of pupils was 3,474 — 2,773 boys and 701 girls.

There is a Board of Sanskrit Studies and Examinations which advises the Department on all matters connected with Sanskrit education and examinations. The several public examinations conducted are Prathama, Kavya, Sahitya, Madhyama and Uttama, both in Shastras and Vedas. The total number of candidates who took these examinations in 1959 was 1,048.

At the university level, Sanskrit can be offered both as a second language and as an optional subject. Provision has been made for post-graduate courses leading to the Master's and Doctor's degrees in Sanskrit.

While the government has been doing everything to encourage the study of Sanskrit, it must be admitted that the results have not

been commensurate with the expenditure. This is perhaps due to lack of popular enthusiasm for the subject.

Educated Unemployment

With the large output of secondary school leavers and graduates year after year, the problem of educated unemployment has assumed serious proportions. With a view to affording help to educated persons in need of employment, the Government of Mysore has started a Department of National Employment Service which has 15 employment exchanges at present. During 1958, eight employment exchange offices registered 65,049 cases in need of employment and arranged for 6,562 placements. At the end of the same year, the number of applicants on the live registers of employment exchanges including both educated and uneducated persons was 40,507. The Department of National Employment Service has also appointed counselling officers for advising the educated unemployed in the choice of careers. It has also set up an Employment Market Information Service which collects and disseminates information regarding employment opportunities. The Department of Labour has started a craftsman training scheme under which educated but unemployed persons are given training in different crafts. The Department of Education set up a Bureau of Educational and Vocational Guidance (December 1959) to offer educational guidance to school children particularly at the high school level.

State Educational Research Bureau

An important development in the field of education in the post-independence period has been the setting up of an Educational Research Bureau in July 1958. It has been started to undertake research in curriculum and has been entrusted with the preparation of guidebooks for teachers and textbooks for children. The present staff is quite small and consists of a Director, two assistant directors, and a research assistant. During its brief existence of two years, the Bureau finalized syllabuses for standards I to IX, prepared Kannada Readers for standards I to IV, guidebooks in Kannada for standards I and II, and lists of technical terms in Kannada for mathematics, astronomy, physics, chemistry, biology and home science. Further, it has conducted a Sahitya Rachanalaya sponsored

by the Centre for training teachers in the art of writing for children. It is now engaged in the preparation of syllabuses for standards X and XI, Kannada Readers for standards V and VI, non-Kannada Readers for standards I and II, and Kannada workbooks for standards I and II. It is also proposed to bring out a research journal. The post of the Director of the Bureau has been upgraded and brought on a par with that of Deputy Director of Public Instruction.

Administration

The State has separate directorates for general, collegiate and technical education. The Director of Public Instruction is the Head of the Education Department (General). He is assisted by a joint director in charge of secondary education and an additional joint director in charge of primary education. There is a deputy director at the headquarters and an officer of the same status in charge of the State Educational Research Bureau. The Director of Public Instruction is also the Commissioner for Examinations, and in this work he is assisted by a deputy commissioner of the status of a deputy director. The State is divided into five educational divisions, each under a deputy director. The deputy director is in overall charge of the educational administration of his division. He inspects about 25 per cent of the high schools and range offices and all the district education offices, training institutions and special institutions of his division. There are 20 educational districts in the State, each under a district educational officer who is in charge of the administration of primary education of his district and is assisted by an assistant educational officer. He inspects urban middle schools in his district and such high schools and range offices as are assigned to him by his deputy director. There are about 310 educational range offices, each in charge of an inspector of schools who inspects all the primary and rural middle schools of his range. Each inspector has, on an average, 70 primary schools with about 165 teachers to look after.

Attached to the office of the Director of Public Instruction, there are special officers for audio-visual education, Sanskrit education, commercial education, Hindi education, home science, educational and vocational guidance, physical education, practical instruction and agriculture. The total expenditure on administration and

direction during 1958-59 was Rs. 38 lakhs or four per cent of the total expenditure on education.

The load of work on the administrative officers has been very heavy. It is therefore proposed to strengthen the existing administrative set-up to create educational sub-divisions to provide relief to the district educational officers, and to appoint deputy inspectors in all big educational ranges. The transfer of school buildings, equipment, etc., to the charge of village Panchayats after they assume charge of education in their areas, may perhaps afford further relief to the administrative officers.

Finance

The State has been setting apart a large portion of its revenues for education. In 1947-48, the total gross voted expenditure of the State was Rs. 1,127 lakhs out of which Rs. 160.3 lakhs (14.2 per cent) were allotted to education. In the same year, the total actual expenditure on education was Rs. 214.97 lakhs, the State's contribution being Rs. 172.37 lakhs, i.e., about 80.2 per cent.

The expenditure on education has since been increasing steadily. The comparative statement in Table 89 will give an idea of the increase of expenditure on education.

TABLE 89: EXPENDITURE ON EDUCATION IN MYSORE
(1947-48 TO 1960-61)

Year	Total gross voted expenditure (Rs. in lakhs)	Gross voted expenditure for education (Rs. in lakhs)	Percentage
1947-48	1,127.00	160.3	14.2 (Before reorganization)
1955-56	3,942.55	446.48	11.3
1956-57	5,814.06	487.53	8.4 (After reorganization)
1960-61	12,904.8	1,321.2	10.3

The expansion of educational facilities at all levels has made the people of the State very education-minded. With the combined efforts of the government and the people, Mysore will continue to be in the vanguard of educational advance in the country.

EDUCATIONAL STATISTICS OF MYSORE

I—Number of Institutions

Item	1955-1956		1960-1961	
	Total	For girls	Total	For girls
Universities 2 .. 2 ..				
Research institutions 4 .. 3 ..				
Colleges for general education				
Degree standard 26 4 42 4				
Intermediate standard 16 .. 10 ..				
Colleges for professional and technical education				
Agriculture and forestry 2 .. 2 ..				
Commerce 4 .. 4 ..				
Engineering and technology 6 .. 10 ..				
Law 4 .. 6 ..				
Medicine 3 .. 5 ..				
Teacher training				
Basic 2 .. 22 3				
Non-basic 13 5 30 10				
Veterinary science 1 ..				
Others 1 ..				
Colleges for special education 7 .. 7 ..				
Schools for general education				
Higher secondary schools 486 83 130 33				
High schools 648 81				
Middle schools				
Basic 694 60 1,059 109				
Non-basic 864 126 4,889 510				

I.—Number of Institutions—Contd.

Item	1955-1956		1960-1961	
	Total	For girls	Total	For girls
Primary schools				
Basic	..	..	501	12
Non-basic	..	..	20,191	1,161
Pre-primary schools	..	..	95	4
Schools for vocational technical education	and			
Agriculture and forestry	..	..	6	..
Arts and crafts	..	..	11	8
Commerce	..	..	99	..
Engineering	..	..	2	..
Medicine	..	..	9	4
Teacher training				
Basic	..	..	22	4
Non-basic	..	..	19	5
Technology and industrial	..	..	57	8
Others	..	..	5	..
Schools for special education				
For the handicapped	..	..	2	..
Social (adult) education	..	..	2,716	218
Others	..	..	149	13
TOTAL	..	..	26,017	1,715
				33,628
				1,768

II—Number of Students

Item	1955-1956		1960-1961	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	131	6
Research institutions	..	505	22	714
				27

II—Number of Students—Contd.

Item		1955-1956		1960-1961	
		Total	Girls	Total	Girls
Arts and science colleges	..	27,368	4,214	33,058	6,687
Professional and technical colleges		8,186	714	17,704	1,831
Special education colleges	..	1,287	176	1,748	240
Higher secondary schools	..	1,70,865	40,607	75,719	20,066
High schools	..	..	..	1,78,537	44,034
Middle schools					
Basic	..	1,79,376	41,984	2,84,812	84,655
Non-basic	..	1,51,419	36,667	8,85,464	3,28,365
Primary schools					
Basic	..	44,990	13,869	2,08,240	66,401
Non-basic	..	14,54,993	5,28,665	10,67,676	4,01,566
Pre-primary schools	..	5,474	2,605	13,568	6,396
Schools for vocational and technical education	..	22,374	3,071	33,411	4,515
Schools for special education	..	69,836	5,135	92,486	9,903
TOTAL	..	21,36,804	6,77,735	28,93,689	9,74,742
B. By stages/subjects					
General education (university standard)					
Research	..	130	11	183	25
M.A. and M.Sc.	..	499	67	999	167
B.A. and B.Sc. (Pass and Hons.)	..	8,154	1,271	17,109	3,812
Intermediate (arts and science)	..	18,423	2,861	13,840	2,720
Professional education (university standard)					
Agriculture and forestry	..	442	1	791	..
Commerce	..	2,383	22	4,747	56
Engineering and technology		3,029	8	4,983	12
Law	..	742	13	1,254	41
Medicine	..	1,038	140	2,520	400

II—Number of Students—Contd.

Item	1955-1956		1960-1961	
	Total	Girls	Total	Girls
Teacher training				
Basic	52	1
Non-basic	646	192
Veterinary science	217
Other subjects	445	52
General education (school standard)				
High and higher secondary		1,29,053	23,731	1,69,130
Middle	3,33,396	81,915
Primary	15,39,098	5,56,156
Pre-primary	5,474	2,605
Vocational education (school standard)				
Agriculture and forestry	..	516	..	829
Arts and crafts	..	203	168	3,148
Engineering	2,728	..
Commerce	9,437	983
Medicine	1,049	203
Teacher training				
Basic	2,649	502
Non-basic	2,236	732
Technology and industrial		4,350	381	604
Other subjects (physical education)	612	163
Special education (school standard)				
For the handicapped	239
Social (adult) education	..	61,698	5,287	80,788
Other subjects	12,921
TOTAL	..	21,28,482	6,77,465	28,93,689
				9,74,742

III—Expenditure on Educational Institutions

Item	1955-1956		1960-1961	
	Total	On institutions for girls	Total	On institutions for girls
A. By sources		Rs.		Rs.
Government funds				
Central	61,58,319	1,43,971	1,97,23,801	5,61,175
State	6,68,05,602	67,41,434	10,75,48,774	1,10,31,029
District board funds	24,39,916	1,74,259	33,46,586	3,20,559
Municipal board funds	21,66,326	4,97,039	29,45,136	4,64,877
Fees	1,26,47,757	10,77,225	2,18,71,233	16,28,288
Other sources	66,06,245	8,94,699	2,12,63,238	15,26,130
B. By type of institutions				
Direct expenditure on .				
Universities	16,79,388	..	33,95,603	..
Research institutions	20,16,241	..	40,95,860	..
Arts and science colleges	57,39,622	4,34,979	93,94,490	7,44,897
Colleges for professional and technical education	31,02,786	92,591	89,77,394	2,73,465
Colleges for special education	2,26,630	..	2,88,170	..
High and higher secondary schools	1,44,39,096	22,54,901	2,38,28,155	37,66,162
Middle schools				
Basic	53,05,918	4,64,974	85,72,551	9,76,468
Non-basic	63,14,417	10,65,622	2,92,47,475	43,01,669
Primary schools				
Basic	14,38,262	71,232	64,76,067	2,14,081
Non-basic	3,56,24,439	42,81,913	3,27,71,834	27,92,617
Pre-primary schools	1,43,152	6,927	4,23,719	..
Vocational and technical schools	42,80,377	3,10,968	66,98,941	2,45,023
Special education schools	6,98,058	59,699	10,31,409	33,876
TOTAL (Direct)	8,10,08,386	90,43,806	13,52,01,668	1,33,48,258

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
Indirect expenditure on				
Direction and inspection	14,32,034	..	45,26,977	..
Buildings	67,40,619	2,22,304	1,79,05,750	11,51,255
Scholarships	26,21,848	1,32,581	69,10,213	7,33,188
Hostels ..	6,89,747	39,682	15,97,971	61,347
Other miscellaneous items ..	43,31,531	90,254	1,05,56,189	2,38,010
TOTAL (Indirect) ..	1,58,15,779	4,84,821	4,14,97,100	21,83,800
GRAND TOTAL ..	9,68,24,165	95,28,627	17,66,98,768	1,55,32,058

IV—Number of Teachers

Item	1955-1956		1960-1961	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	3,804	431
High and higher secondary schools	17,904	3,248	10,634	2,090
Middle schools ..	..	..	34,378	7,063
Primary schools ..	47,552	8,023	38,191	6,286
Pre-primary schools ..	161	156	411	407
Vocational and technical schools ..	N.A.	N.A.	1,747	107
Special schools ..	N.A.	N.A.	4,550	108

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	N.A.	N.A.	823	124
B.A. and B.Sc. (Pass and Hons.) ..	N.A.	N.A.	4,841	1,061
Professional (degree) ..	N.A.	N.A.	3,298	242
Matriculation and equivalent examinations ..	N.A.	N.A.	35,853	6,228

N.A.=Not available

VI—Number of Institutions in Rural Areas

Item	1955-1956		1960-1961	
	Total	For girls	Total	For girls
Universities and colleges	..	1	..	..
High and higher secondary schools	..	86	..	284
Middle schools	..	866	25	270
Primary and pre-primary schools	16,838	664	17,096	519
Vocational and special schools	2,706	212	4,475	108
TOTAL	20,497	901	26,475	902

VII—Number of Pupils from Rural Areas

Item	1955-1956		1960-1961	
	Total	Girls	Total	Girls
Universities and colleges	..	9,273	569	12,951
High and higher secondary schools	..	57,448	7,733	75,847
Middle schools	..	1,10,793	28,524	8,03,530
Primary and pre-primary schools	..	9,78,716	3,38,206	9,71,050
Vocational and special schools	..	52,665	4,447	53,266
TOTAL	..	12,08,895	3,79,479	19,16,644
				6,11,819

VIII—Number of Students in Selected Classes

Number of students in classes	1955-56		1960-61	
	Total	Girls	Total	Girls
I-V	..	16,33,062	5,81,392	21,67,842
VI-VIII	..	2,51,743	58,781	3,63,476
IX-XI	..	1,17,032	21,852	1,69,130
				36,974

IX—Some Selected Averages and Percentages

Item	1955-1956		1960-1961	
Cost per capita on education (in rupees)			N.A.	N.A.
Cost per pupil (in rupees)				
High and higher secondary schools	84.5	93.7
Middle schools	35.1	32.3
Primary schools	24.7	30.8
Number of pupils per teacher in				
High and higher secondary schools }			28	24
Middle schools				34
Primary schools	32	33
Percentage of trained teachers in				
High and higher secondary schools }			61.4	64.6
Middle schools				61.3
Primary schools	44.9	43.4

N.A. = Not available

CHAPTER 15

Orissa

General

The province of Orissa first came into being in 1936. For the next ten years it had only six districts—Cuttack, Puri, Balasore, Sambalpur, Ganjam and Koraput. After the merger of the feudatory states in 1947, new areas were added, increasing the number of districts to 13, the seven new districts being Baudh-Phulbani, Dhenkanal, Sundargarh, Balangir, Mayurbhanj, Kalahandi and Keonjhar. The State has an area of 60,162 square miles and a population of 17,565,645. Of these, the Hindus are 97.7 per cent, the Muslims 1.2 per cent and the Christians 1.0 per cent.

Geographically, Orissa has two very distinct regions: (1) a belt of nearly flat country, 20 to 50 miles in breadth, extending along the coast of the Bay of Bengal and (2) an undulating area broken by ranges of hills in the interior. The State has rich mineral resources and a network of rivers of which the Mahanadi, the Baitarani and the Brahmani are the biggest. The climate is temperate.

The State has a number of handicaps which impede educational progress. Orissa is the least urbanized state in India and about 94 per cent of its population lives in villages which number nearly 50,000. The State is predominantly agricultural and the conditions of life in the villages are very primitive and far from satisfactory. Social life is also under-developed. Child-marriages are quite common, although the custom is gradually dying out; the prejudice against the education of girls is still strong; and untouchability has not been completely eradicated. Orissa is the poorest state in India.

However, things have been changing rapidly since 1947. Cottage industries are being developed. A few big factories have recently been started at Joda, Rourkela, Hirakud, Brajaraj Nagar, Barbil, Rajagangpur, Choudwar and Rayagada. Fishing is becoming an important industry in the coastal areas. The Hirakud dam has been completed and the steel plant at Rourkela has also been completed.

A project for the construction of a medium-size port at Paradip is in progress. As successive plans develop the economy of the State, social conditions will improve and the spread of education will gain momentum.

The principal language of the State is Oriya, which is spoken by about 82 per cent of the people. Tribal dialects are spoken by 12.6 per cent (mostly by the hill tribes). Telugu, Hindi, Urdu and Bengali are the other languages spoken by small but significant minorities.

Development of Education before 1947

In the second century B.C. Orissa was well known for Jaina culture under the great king Kharavela, who took a personal interest in education. This high tradition was continued till A.D. seventh century as testified to by the famous Chinese traveller Hiuen Tsang. After Orissa lost her freedom in 1560, political disunity and successive invasions made it a battleground of Maratha and Muslim armies, and education and culture suffered heavily. By the beginning of the nineteenth century, the situation deteriorated so much that famous historians like Sterling and Hunter found no school worth the name in Orissa and, in the Bengal District Gazetteer of Puri, Orissa was described as the Boeotian of India.

The first modern school in Orissa was started by the missionaries in 1822. The first college was started at Cuttack in 1876. Compulsory primary education was enforced in a limited area in the wake of the Bihar and Orissa Primary Education Act of 1921. The first training college was started in 1923-24. However, the overall progress of education was very slow and halting. In 1936-37, when Orissa became a separate province, it had five colleges (three intermediate colleges, one training college and one degree college), 32 high schools (both aided and unaided), 122 middle English schools (both aided and unaided) and 47 elementary (up to class VIII) and middle English schools. In 1943 the Utkal University was established. All sectors of education from that year began to make faster progress than in the past. Owing to paucity of funds and social and other handicaps the overall position continued to be far from satisfactory. On the eve of independence, the percentage of children in the age-group 6-11 enrolled in schools was only 16, and the position

of secondary and university education was even worse. There was only one engineering school, one medical college, one college for women. The integration of the erstwhile princely states made this picture darker, because these were even more backward in education than the original districts of Orissa and had a much larger tribal population.

The only redeeming feature was the work of a few individuals who strove tirelessly to improve the educational lot of Orissa. Among these pioneers, mention must be made of Utkalmani Gopabandhu Das and M. S. Das. While the latter drew the attention of the people to the significance of women's education and technical and vocational education, the former started an experimental school at Sakshigopal (Puri). The Sakshigopal High School has attracted much notice by virtue of its emphasis on character development and the devotion and competence of its teachers. The school has produced a number of important persons who have left their mark on the culture and history of Orissa.

Primary Education

The period following independence has seen unprecedented expansion at the primary level. In 1947-48, there were in all 6,814 primary schools with an enrolment of 3,69,387 scholars and 16,529 teachers. By 1960-61, the figures increased to 22,208, 13,53,638 and 37,325 respectively. The total expenditure during the same period rose from Rs. 1.54 lakhs in 1951-52 i.e., the initial year of the First Five Year Plan to Rs. 2.06 lakhs in 1960-61.

The two most significant steps taken for this expansion were the special efforts made by the State Education Department to increase enrolment at this stage including the organization of enrolment drives, and the operation of special schemes calculated to promote girls' education. Another remarkable step was the democratic decentralization of primary education with the transfer of primary education to Panchayat Samitis from October 1961 under the Orissa Zila Parishad Act, 1959.

Enrolment Drives: In order to achieve the universality of primary education, enrolment drives were conducted during the years 1960 and 1961 with significant results. In the first drive, about three lakh children were enrolled in the new and old schools,

and most vacant seats in primary schools were filled up. All the departments of the State cooperated in this venture. The local communities, teachers and the public in general enthusiastically participated in the various programmes to make the drive a success. Owing to the heavy rush for enrolment in primary schools, the Third Five Year Plan targets for appointing 12,000 new primary school teachers were revised to 16,000. The percentage of enrolment by the end of 1960-61 was 63.5 and the total number of children in schools was 13.53 lakhs.

Award of Attendance Scholarships: A provision was made for the award of two lakhs of rupees in attendance scholarships during the Third Plan period according to a phased programme. This scholarship is awarded to girls at the primary stage in the shape of a pair of frocks for continuance of attendance in primary schools.

Until 1958, the primary schools in Orissa consisted of six classes, one pre-primary and five primary. In 1958, it was decided to drop the pre-primary class, thus reducing the number of primary classes to five. In the same year, a common course of studies was introduced in all primary schools. The present curriculum is considered to be adequate; but the programme of conversion of schools to the basic pattern has slowed down for want of funds. Twice before, once in 1952-53 and again in 1956-57, the government tried to assist each primary school to introduce a 'craft' with a flat rate grant-in-aid of Rs. 25 per school, but without much success. In the present financial stringency, it is not possible to assist the schools on a more liberal basis.

The salary scales of primary teachers in Orissa were very low before 1947. These have since been revised as follows:

Trained matriculate:	Rs. 100-155
Untrained matriculate:	Rs. 80-135
Trained non-matriculate:	Rs. 70-95.

The salary scales in the aided institutions are somewhat lower. Teachers in government schools enjoy pensionary benefits and general Provident fund facilities. Non-government teachers are entitled to the contributory provident fund facilities.

The intake capacity of the training institutions greatly increased in recent years. In 1960-61, these institutions had a total intake

of secondary and university education was even worse. There was only one engineering school, one medical college, one college for women. The integration of the erstwhile princely states made this picture darker, because these were even more backward in education than the original districts of Orissa and had a much larger tribal population.

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and most vacant seats in primary schools were filled up. All the departments of the State cooperated in this venture. The local communities, teachers and the public in general enthusiastically participated in the various programmes to make the drive a success. Owing to the heavy rush for enrolment in primary schools, the Third Five Year Plan targets for appointing 12,000 new primary school teachers were revised to 16,000. The percentage of enrolment by the end of 1960-61 was 63.5 and the total number of children in schools was 13.53 lakhs.

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The intake capacity of the training institutions greatly increased in recent years. In 1960-61, these institutions had a total intake

capacity of 2,900. The problem of the large number of existing untrained teachers is sought to be solved on an emergency basis by the organization of condensed courses of one year's duration.

The extent of wastage in primary schools continues to be large, although there has been some reduction in its size during the last decade or so. As against a wastage of 55 per cent for boys and 70.6 per cent for girls in 1948-49, the figures in 1958-59 were 47.8 per cent for boys and 59.6 per cent for girls. The main reason for this reduction is the provision of better supervision. The provision of midday meals, which has already been introduced in primary schools in selected blocks and is likely to be extended further, is also expected to assist in controlling the evil. A pilot study into the extent and causes of wastage is in progress at the moment.

Basic Education

In 1951-52, i.e., the initial year of the First Plan, basic institutions in the State had 11,819 pupils and 472 teachers. In 1960-61, their number stood at 386 (including two post-basic and 25 senior basic schools) with 35,661 pupils and 1,154 teachers. The rate of conversion of primary into basic schools has been very slow, owing mainly to the fact that the per capita cost in basic schools is much higher than that in primary schools. It may also be stated that the State has taken care to see that students, passing out from junior and senior basic schools, are admitted to corresponding classes in high schools without any difficulty.

In 1958, the Board of Secondary Education in Orissa decided to treat the post-basic schools as equivalent to higher secondary schools. This has served to some extent the gulf between the basic and the non-basic schools.

Originally, there was no provision for the teaching of English in the senior basic schools. The position was reviewed in 1958 owing to the great pressure from parents; now the senior basic schools provide for the teaching of English in the same manner as the ordinary non-basic secondary schools do.

Secondary Education

The progress of secondary education in Orissa was considerably retarded owing to the financial difficulties created by the Second

World War. The establishment of the Utkal University in 1943 however increased the supply of graduates and thereby gave a fillip to the progress of secondary education. Within a few years, more and more qualified teachers began to be available for secondary schools.

Number of Schools: There has been a great demand for the opening of secondary schools in the State. There were 688 middle schools and 258 high schools at the end of the First Plan. The numbers increased to 1,218 and 442 respectively at the end of the Second Plan. There has been great eagerness in certain parts of the State to set up new schools. At the end of 1960-61, there were 1,449 recognized middle schools. The rate of increase of high schools was even greater.

Students: The number of students passing the high school certificate examination was only 4,547 in the last year of the First Plan. This was too small for the State. There was steady expansion during the Second Plan period and the number became 8,812 in 1960-61. For a State with a population of 1.75 crores, this figure is still quite small, and a rapid expansion is contemplated.

Textbooks used in the State are generally published by private publishers. The Board of Secondary Education has however undertaken the publication of textbooks in English and Sanskrit for the high school classes. The structural pattern of teaching English has been introduced at the initial stages and, in collaboration with the British Council, a handbook for the use of teachers of English at these stages has also been prepared by the Board of Secondary Education. The Board has started an examination research bureau with a view to evaluating and reforming the present system of examination. A vocational guidance bureau has been set up and attached to the R. N. Training College, Cuttack. It has supplied occupational information to schools and has organized career conferences in a number of high schools.

Scholarships and Stipends

During 1961-62, the State Government increased the number of merit scholarships tenable at the upper primary, middle and high school stages by about 100 per cent. The values of these scholarships have also been substantially increased from Rs. 3 to

Rs. 8 in the upper primary classes, Rs. 4 to Rs. 12 at the middle stage and Rs. 5 to Rs. 20 in the high schools.

A phased programme has been drawn up for the award of merit-cum-poverty scholarships in secondary schools. The number of such scholarships will be progressively increased every year. About 900 such scholarships are awarded at the middle school stage and 620 at the high school stage.

A significant move has been made by the creation of 9,000 proficiency scholarships to be awarded to students in classes VI to XI in recognized middle and high schools. The objective of these scholarships is to attract students to the study of science and technology, and accordingly these are awarded on the basis of proficiency in mathematics.

Yet another scheme of maintenance stipends has been put into operation to assist students to reside in hostels. Such stipends are given at the rate of Rs. 7 in classes VI and VII and at the rate of Rs. 8 in classes VIII to XI. The total number of students to be benefited by such stipends will be 7,600.

Teaching of Hindi

The teaching of Hindi is being encouraged in all secondary schools. In the high school certificate examination, Hindi could not be made a subject for examinations, because all the high schools did not have Hindi teachers. The majority of the high schools now have Hindi teachers and the high school certificate examination will now include Hindi.

Revision of Scales of Pay

The scales of pay for all categories of teachers serving in government and non-government secondary schools were revised in 1961.

To improve the management and teaching in aided schools, the government took over 79 such schools as full-deficit aided schools during 1958-59 and 1959-60. The question of taking over more schools is under examination.

University Education

The advent of Orissa as a separate province in 1936 ushered in a new era in the history and culture of its people. When the new

State was born, the facilities available in the field of university education were extremely meagre. There were then only four colleges in the State. There were no colleges for the teaching of medicine, engineering, agriculture and veterinary science. No provision existed for the teaching of commerce and no facilities were available for post-graduate study even in the very common subjects of science and humanities except for English. The institutions in north Orissa continued to remain affiliated to the Patna University, and those in the south to the University of Andhra. Although scattered wings of the State were united under a common administrative unit after centuries of political vicissitude, in the field of intellectual activity they remained apart. All this aroused the natural desire of the people to have a university of their own.

The Government of Orissa appointed a committee in 1937 to prepare a scheme for the establishment of a university for Orissa. But it was not until 1943 that Orissa could have a university of its own—the Utkal University. The Utkal University started functioning as an affiliating and examining body on 27 November 1943 in the premises of the Ravenshaw College, Cuttack. Within less than two decades there has been a fair record of achievements in all spheres of education. When the new university was born, it started with only five constituent colleges in the four faculties of arts, science, education and law.

During 1955-56, there were 14 colleges for general education and six colleges for professional and technical education, which increased to 29 to 20 respectively in the year 1960-61.

A notable feature in the progress of women's education is that four colleges exclusively for women students have been started—three by private enterprise and one under the management of the government. Prior to this, there was only one college for women students.

The university has shifted to its new campus at Bani Vihar, Bhubaneswar, with new buildings for the post-graduate departments, hostels for students, a separate administrative block, a university library and staff quarters.

With the introduction of the three-year degree course in 1959-60, university examinations are now being held at the end of every year. This has resulted in a general toning-up of the standards, as the

average student is now devoting more time to his studies than before. At the pre-university stage of education, 20 per cent of the marks have been reserved for sessional work. This is also going to have a salutary effect on standards.

Technical Education

The responsibility for providing vocational and professional education is shared by a number of departments. The industries department controls industrial and technical training ; medical education is a charge of the health department ; commercial education is in the hands of the education department ; higher education in engineering is controlled by the Utkal University ; and the department of agriculture and veterinary science now under the Rural University at Bhubaneswar provides for higher education in agriculture and veterinary science respectively. By and large, the initiative for developing and coordinating vocational and professional education in the State has rested with the government.

In 1947-48, there were 20 institutions of vocational and professional education — one engineering school, 16 technical and industrial schools, one medical college and two commercial schools — and the total number of students studying in them was 1,277. These facilities were totally inadequate and for many years the State had to recruit its doctors and engineers from outside. The inadequacy became even more pronounced when projects such as the dam at Hirakud, the steel plant at Rourkela, the development of mining belts in the district of Keonjhar, requiring a large number of engineers and technicians, were undertaken for execution.

The government has tried to meet this situation in two ways. In the first instance, it has tried to reserve seats for the Oriya students in the technical and professional institutions outside Orissa. This method has been adopted specially for students wishing to undergo post-graduate training in subjects for which facilities are not available in the State itself. Second, the State has tried to expand its own facilities for vocational and professional education to the utmost. A regional engineering college was started at Rourkela in 1961. An ayurvedic college known as the Gopabandhu Ayurved Vidyapith was set up in 1950. It provides for a four-year degree course at Burla. A third medical college to be permanently installed at

Berhampur is presently attached to the SCB Medical College at Cuttack.

The engineering schools train overseers and provide for courses in civil, electrical and mechanical branches of engineering. They also provide a four-year diploma course (inclusive of one year of practical training) for matriculates or others with equivalent qualifications.

An automobile and diesel mechanics training institute was started at Khapuria, Cuttack in 1956. The course provides training for 18 months followed by practical training for six months.

The Balasore Technical School, managed by missionaries, provides instruction in commerce and higher technical subjects. In 1957, the government started the Industrial Training Institute at Berhampur and a government mining institute at Keonjhar.

The eight industrial training institutes in the State provide training to electricians, draughtsmen, surveyors, motor mechanics, plumbers, welders, fitters, turners, blacksmiths, carpenters, machinists, moulders and pattern makers. The 23 industrial schools under the Director of Industries provide training in a number of local industries. Prior to 1958, there were four agricultural schools; three of them were converted into schools for training workers under the programme of community development, while the fourth trains field workers. In addition, there are two commercial schools which admit matriculates, and 17 schools for art and crafts education, besides the art and crafts school at Khallikote.

As a result of this expansion in vocational and professional education, the State has had a four-fold increase in the facilities available in this sector since 1947-48. So far as medicine, veterinary science, agriculture and engineering at the degree level are concerned, the existing institutions are for the first time beginning to meet the major part of the State's requirements.

Cost and Works Accountancy

The State is in need of qualified personnel in cost and works accountancy for the increasing number of industrial and commercial concerns envisaged in development plans. With a view to making available such personnel, a training institute in cost and works accountancy has been started at Cuttack. The training will be

imparted over a period of two years, and candidates trained in this institute will take the examination conducted by the Indian Institute of Cost and Works Accountancy, Calcutta. This is a significant step in the provision of education to meet the manifold requirements of our developing economy.

There is also need for a college of forestry and for the development of post-graduate teaching in engineering, veterinary science, agriculture, mining and metallurgy.

Social Education

Social education was first begun seriously in 1949 when the Education Department set up 708 adult education centres managed by teachers of high, middle and primary schools. After the inauguration of the Five Year Plans, the major responsibility for organizing programmes of social education was transferred to the Department of Community Development. The supervision of social education in the block areas is done by the district social education organizers. There are 13 such organizers, one for each district. As against 708 centres in 1949, there were 3,292 adult education centres in 1960-61. In 1960-61, 85,747 adults (69,922 men and 15,825 women) were enrolled in these centres and more than 70 per cent were made literate. In addition, a number of youth clubs and Mahila Mandals have been organized in the community development areas.

While the main responsibility for organizing social education in the State is that of the Department of Community Development, the responsibility for coordinating social education programmes, as well as of giving technical advice in the field, is that of the Education Department. It is also responsible for social education in such areas as have not yet been covered by the community development programmes.

The Education Department has a social education officer with a production officer (for literature) and an audio-visual officer to assist him. There are three district organizers of social education — one each in the districts of Dhenkanal, Mayurbhanj and Puri. Ten more posts of organizers are to be created so that each district can have at least one organizer.

The Education Department has brought out a number of books for neo-literates. These have been distributed to all adult education

centres in the State and are used as follow-up literature. The Department has prepared an Oriya alphabet chart, a graded series of *Aloka Patha*, a primer for neo-literates and a number of dramas and short stories for adults. Posters, gramophone records, short plays and documentary films have also been prepared. An audio-visual education board for the State was set up in 1956-57.

An important deficiency in social education has been the lack of adequate library facilities in rural areas. As late as 1952-53, for instance, there were only 585 village libraries. The Education Department is now organizing an integrated library service at Angul, and encouraging the village library movement through grants-in-aid.

The Children's Literature Committee, constituted by government during 1957-58, has spent Rs. 7,800 on the purchase of books on children's literature. Eight prizes amounting to Rs. 1,500 were awarded to authors for writing suitable textbooks for the fifth prize competitions on children's literature sponsored by the Committee.

The programme of social education proposed for the Third Plan includes: (1) stepping up the production of literature for neo-literates ; (2) opening 10 mobile village libraries ; (3) setting up more village libraries with grants-in-aid from the government ; and (4) making about 1,30,000 adults literate in areas not covered by the Community Development Department.

Girls' Education

Despite the progress which girls' education in Orissa has made in the post-independence period, particularly under the two Five Year Plans, much leeway remains to be made up. The task is difficult as well as challenging. In 1947-48, there was one college and seven high schools, 21 middle, 192 primary and four special schools exclusively for girls. In 1960-61, the institutions for girls included degree colleges, intermediate colleges, higher secondary schools, high schools and middle and primary schools. Apart from this expansion, a number of concrete steps were taken to encourage the education of girls. All girls have been exempted from the payment of tuition fees in primary and middle classes. They get a half or full free-studentship in high schools, depending on whether or not their parents are paying any income or agricultural tax. At the collegiate stage, they are entitled to half free-studentship if their parents are

not assessed for income or agricultural tax. The State Government has taken advantage of the assistance available from the Centre and started certain centrally sponsored schemes in girls' education. There is a deputy director of women's education at the headquarters and three deputy inspectresses of schools for the entire State.

Some of the special measures adopted for the promotion of women's education at the secondary stage are as follows:

(1) *Award of Attendance Scholarships in Middle English Schools* : A provision was made for award of 42,450 such scholarships to girls studying in middle English schools during the Third Plan period. The value of the scholarship is Rs. 10 per year which is given in the form of sarees.

(2) *Award of Maintenance Stipends to Girls* : This stipend is given to poor and deserving girls desiring to stay in hostels of middle English schools. The rate of such stipends is Rs. 7 per month. Girls residing in high school hostels get a monthly stipend of Rs. 8.

(3) *Construction of Sanitary Blocks in High Schools* : Sanitary blocks in girls' high schools is an additional facility for girl students. The cost of each block is Rs. 400. A provision exists for the construction of 100 sanitary blocks during the Third Plan period at the rate of 20 blocks per year.

(4) *Subsidized Transport for Girls in new Urban Areas* : In most urban areas, where schools have recently been opened, cheap transport facilities are not available. A sum of Rs. 2,75,000 was provided during the Third Plan period for subsidized transport at the rate of 25 paise per girl per day.

(5) *Training of Teachers* : It has been estimated that about 160 trained graduate teachers and about 600 trained intermediate and matriculate women teachers will be required for the existing and proposed high and middle schools for girls during 1961-66. Adequate provision has been made to meet this demand of trained women teachers. For the primary schools, five elementary training schools for women have already been started and ten men's elementary training schools, out of the total of 80, are being converted into women's elementary training schools. In addition, seats for women candidates have been reserved in men's elementary training schools.

(6) *Rural Allowance* : Educated women teachers are reluctant to work in girls' middle English and high schools situated in rural

areas. In order to attract them to go to such schools, it has been decided that a rural allowance should be paid to them at the rate of Rs. 10 per month each for graduate teachers and Rs. 5 per month each for under-graduate teachers.

(7) *Condensed Course for Adult Women Preparing for the High School Certificate Examination* : It is proposed to start ten condensed course centres to be attached to girls' high schools for adult women. In each centre 40 adult women will be taken to prepare for the high school certificate examination. The period of the course is for one year only. These trainees will be provided with free reading and writing materials and a stipend of Rs. 30 per month each. They will also be provided with hostel accommodation and free medical aid.

(8) *State Council for Women's Education and its Programme of Work* : The State Council, which is a counterpart of the National Council for Women's Education in each state, is an advisory body that meets at least once a year. It acts through various sub-committees, constantly thinking out ways and means for the quick expansion of women's education in the State.

One of the main tasks of the State Council is to educate public opinion in favour of women's education. This can be achieved by organizing: (1) women's education weeks ; (2) enrolment drives ; (3) parent-teacher associations ; (4) school committees and Mahila Samitis ; and (5) radio programmes.

It is also the function of the State Council to see that there is a thorough follow-up of the recommendations made by the national and the state councils.

Teaching of Sanskrit

The responsibility for the supervision of Sanskrit education rests with the superintendent of Sanskrit studies. In 1957-58, a revised syllabus was introduced in the Prathama and Madhyama Tols as a result of which English, history, geography, mathematics, civics and Hindi were included in the Prathama and Madhyama examinations. The measure has led to the appointment of matriculates and intermediates in the Prathama and Madhyama Tols respectively.

The Sanskrit Council is striving for stipends and better scales of pay for teachers in Sanskrit institutions. The scales of pay of

certain categories of teachers have been revised recently and the inspectorate for Sanskrit education has been strengthened by the appointment of additional officers.

Special Education Programmes

Promotion of Hindi : During the Second Plan period a Hindi training institution was opened to impart training to persons possessing adequate qualifications in Hindi so that they could be appointed as Hindi teachers in high schools.

Training in Physical Education : Training facilities in physical education were started in the State during the Second Plan to turn out 48 trained persons per year. Of the 48 seats, 32 were stipendiary and 16 non-stipendiary. Ten of the non-stipendiary seats have been converted into stipendiary ones and have been earmarked for women trainees.

Development of Sports : The State Council for Sports was formed to bring about coordination among the various associations, to encourage the formation of new associations to recommend grants to the associations and generally to advise the government in all matters relating to the development of activities in the field of sports and games.

Promotion of Sanskrit : During the Second Plan, some more Tols were started. One of the existing Tols was raised to the status of a college.

A number of merit-cum-poverty scholarships have been created to be awarded on the results of the various Sanskrit examinations to students studying in Sanskrit institutions.

Education of the Handicapped : Liberal grants are paid by the State Government to the State Council for Child Welfare for the maintenance of schools for the blind and the deaf and dumb.

State Museum : The state museum at Bhubaneswar has now a spacious and beautiful building. A number of new posts of curators and other subordinate staff have been created. Grants were received from Government of India for the purchase of equipment for the State museum, and also for building extensions of the museum at Khiching and Belakhandi. The State Archives was a part of the museum, but for better functioning it was separated from the museum during the Second Plan.

Akademis : (1) ORISSA SAHITYA AKADEMI. This was established in the Second Plan for the development of Oriya literature.

(2) SANGEET NATAK AKADEMI. This was established in the First Plan for the promotion of dance, drama and music in the State. Its activities were intensified in the Second Plan and further progress is underway.

(3) LALIT KALA AKADEMI. This was established during the last year of the Second Plan to promote painting and sculpture in the State.

Art and Craft School : This school was started in the Second Plan to impart instruction in drawing, painting and sculpture and in certain crafts. The school provides a four-year course leading to a diploma.

Nursery : A nursery school attached to the St. Joseph's Convent School at Cuttack was started in the Second Plan. A Sishu Bhavan was also started at Cuttack in the Second Plan by the State Council for Child Welfare.

One-year Post-graduate Diploma Course : For higher secondary schools, it is necessary to have teachers with Master's degree in arts or science. There is a shortage of persons with such qualifications who are willing to become school teachers. With a view to meeting this deficiency a one-year post-graduate diploma course has been started in the Utkal University in science and arts subjects. From the two-year syllabi for the M.A. and M.Sc. examinations, some essential and useful portions have been included in the one-year diploma course in the subjects concerned. Trained graduates with a one-year post-graduate diploma in various subjects will be equipped with the necessary knowledge for working as teachers in higher secondary schools.

Sainik School : The State of Orissa did not have any public school. Compared to many other states in India, young men had very little share in the defence organization of the country. A sainik school was therefore established in 1960-61 with an educational programme as in public schools. This school will impart general education up to the higher secondary level and will qualify students to join the defence forces.

Evening Colleges : Many young men and women in this country are unable to prosecute higher studies because of financial

difficulties. Many who are already in jobs are anxious to improve their position in life. It is desirable that facilities for higher education should be made available to persons in employment so that in their spare time they will be able to devote themselves to higher studies. Evening colleges and correspondence courses have been found useful for such purposes. A beginning was made in the State and two evening colleges were started under the auspices of the Utkal University — one at BJB College, Bhubaneswar and the other at Ravenshaw College, Cuttack. The number of candidates applying for admission to these colleges has been considerable. More such colleges will be started at other towns in the State.

IAS Coaching Scheme : Recruitment is made to various services by the Union Public Service Commission and the State Public Service Commission by competitive examinations. Students are appearing in such examinations in increasing numbers. Many of them require a certain amount of coaching and guidance to equip themselves for these examinations. A scheme has been drawn up to impart necessary coaching to prospective candidates.

NCC and ACC

The NCC and the ACC programmes were introduced in high schools and colleges during the First Plan period. The army wing, the air wing and a medical company of the NCC were opened in the senior division (colleges) with 33 officers including three women and 1,324 cadets including 90 girls. The junior division in high schools was run by 84 officers including seven women for 2,762 cadets including 221 girls. Eleven colleges and 54 high schools were covered by the NCC units. The ACC was started in 100 high schools with 5,000 cadets.

During the Second Plan period, the NCC developed rapidly. Artillery battery engineering platoons, naval units, armoured corps and officers' training unit were opened on the technical side. The strength of the technical units was doubled in 1960-61 and the number of cadets, both in the NCC and the ACC increased rapidly, so much so that there were 6,976 cadets in the senior division and 24,296 cadets in the junior division. The percentage of students who were enrolled as cadets was 62.3 in colleges and 25.3 in schools by the end of the Second Plan.

Administration

The administrative set-up in the Secretariat and the Directorate is as shown below:

SECRETARIAT										
<i>Secretary</i>										
Deputy Secretary (general)	Financial Adviser-cum- Deputy Secretary		Deputy Secretary-cum- Special Officer for Primary Education							
Assistant Secretary	Assistant Financial Adviser- cum-Under Secretary		Special Officer-cum- Under Secretary							
DIRECTORATE										
<i>Director of Public Instruction</i>										
<i>Additional Director of Public Instruction</i>										
<i>Joint Director of Public Instruction</i>										
Deputy Director (planning)	Deputy Director (primary)	Deputy Director (general)	Adult (Social) Education Officer							
P.A. (1)	P.A. (2)	A.D.P.I. (primary)	A.D.P.I. (training)	Publicity Officer	Chief Insp. of Phy. Edn.					
					Inspect- ress of Phy. Edn.					
					Accounts Officer					

There are seven divisional inspectors under whom there are district inspectors and additional inspectors of schools who control deputy inspectors, sub-inspectors and assistant sub-inspectors of schools.

EDUCATIONAL STATISTICS OF ORISSA

I.—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities 1 1 ..				
Boards of education 1 1 ..				
Colleges for general education				
Degree standard 11 1 19 2				
Intermediate standard 3 8 2				
Colleges for professional and technical education				
Agriculture and forestry 1 1 ..				
Engineering and technology 1 1 ..				
Law 1 1 ..				
Medicine 2 3 ..				
Teacher training				
Basic 1 7 ..				
Non-basic 1 6 1				
Veterinary science 1 1 ..				
Colleges for special education 3 6 ..				
Schools for general education				
Higher secondary schools 1 8 1				
High schools 258 13 505 35				
Middle schools				
Basic 16 25 ..				
Non-basic 672 44 1,423 94				
Primary schools				
Basic 367 359 ..				
Non-basic 14,003 210 21,849 253				
Schools for vocational and technical education				
Agriculture and forestry 5				

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Commerce	2	..	2	..
Engineering	4	..	7	..
Teacher training				
Basic	6	..	..	..
Non-basic	31	2	82	6
Technology and industrial	..	18	2	46
Schools for special education				
For the handicapped	1	..	1	..
Social (adult) education	1,616	32	3,292	590
TOTAL	17,025	304	27,656	997

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	296	7	364	47
Arts and science colleges	5,617	498	10,418	1,187
Professional and technical colleges	606	73	2,898	273
Special education colleges	239	4	586	235
Higher secondary schools	45	3	3,246	638
High schools	65,345	7,111	97,829	11,830
Middle schools				
Basic	2,184	430	5,577	1,232
Non-basic	55,949	7,676	1,02,997	15,228

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Primary schools				
“ Basic	21,325	5,734	30,005	8,814
“ Non-basic	6,22,549	1,53,297	13,23,633	4,18,019
Schools for vocational and technical education ..	3,821	359	9,040	519
Schools for special education ..	91,639	9,328	90,644	16,687
B. By stages/subjects				
General education (university standard)				
“ Research	19	1	18	2
M.A. and M.Sc. ..	213	21	570	83
B.A. and B.Sc. (Pass and Hons.)	1,334	129	5,009	584
Intermediate (arts and science)	3,778	347	5,037	563
Professional education (university standard)				
Agriculture	57	..	387	..
Commerce	250	..	493	..
Engineering .. ..	..	..	451	..
Law	238	..	332	2
Medicine and veterinary ..	390	57	865	178
Science				
Teacher training				
Basic	48	..	354	..
Non-basic	80	16	509	93
Special education (university standard)				
.. ..	420	13	488	106
General education (school standard)				
High and higher secondary	36,142	2,596	44,765	3,864
Middle	41,326	3,429	1,07,506	12,293

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Primary	6,80,979	1,65,358	14,10,860	4,39,961
Pre-primary	8,783	2,868	..	..
Vocational education (school standard)				
Agriculture and forestry	344	..	..	..
Arts, crafts, technical and industrial	200	137	1,649	379
Commerce	200	1	34	..
Engineering	562	..	1,945	..
Teacher training				
Basic	366	..	..	..
Non-basic	1,666	98	4,741	140
Technology (polytechnic)	673	123	675	..
Physical education .. ..	..	..	33	..
Special education (school standard)				
For the handicapped	14	1	29	3
Social (adult) education	46,610	2,673	85,747	15,825
Other subjects	44,892	6,652	5,028	990
TOTAL	8,69,615	1,84,520	33,54,762	9,49,775

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institu- tions for girls	Total	On institu- tions for girls
A. By sources	Rs.	Rs.	Rs.	Rs.
Government funds				
Central	11,59,924	3,552	49,17,936	80,446
State	3,18,75,789	11,75,229	5,20,13,846	29,00,975

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
District board funds ..	5,62,777	4,492	14,37,749	83,704
Municipal board funds ..	1,28,382	18,379	3,68,483	49,449
Fees ..	36,53,026	60,134	72,08,098	1,31,925
Other sources ..	34,27,836	1,34,559	86,62,745	2,81,650
B. By type of institutions				
Direct expenditure on				
Universities ..	7,87,465	..	10,80,761	..
Boards ..	25,883	..	4,07,581	..
Arts and science colleges	20,37,207	90,882	37,77,921	2,08,470
Colleges for professional and technical education ..	6,70,771	..	25,59,390	15,527
Colleges for special education ..	75,050	..	2,20,304	..
High and higher secondary schools ..	50,35,158	4,09,935	87,89,350	7,78,921
Middle schools				
Basic ..	1,20,193	..	2,53,538	..
Non-basic ..	29,74,925	2,13,718	60,32,065	5,36,439
Primary schools				
Basic ..	8,10,429	..	9,52,000	..
Non-basic ..	1,03,36,655	2,45,013	1,96,67,075	4,34,808
Vocational and technical schools ..	9,50,820	58,298	28,51,417	1,02,489
Special education schools ..	22,39,743	75,522	..	..
Total (Direct) ..	2,60,64,299	10,93,368	4,81,21,895	22,95,566

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total Rs.	On institutions for girls Rs.	Total Rs.	On institutions for girls Rs.
Indirect expenditure on				
Direction and inspection ..	12,02,252	38,687	16,65,922	52,732
Buildings ..	83,64,716	1,22,973	1,38,42,814	2,63,292
Scholarships ..	24,52,273	84,612	77,09,165	7,04,314
Hostels ..	7,84,234	46,600	14,68,232	1,37,308
Other miscellaneous items ..	19,39,960	10,105	18,00,829	74,937
TOTAL (Indirect) ..	1,47,43,435	3,02,977	2,64,86,962	12,32,583
GRAND TOTAL ..	4,08,07,734	13,96,345	7,46,08,857	35,28,149

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	462	27	1,050	76
High and higher secondary schools ..	3,011	213	4,827	379
Middle and senior basic schools ..	3,197	201	5,587	352
Ashram primary schools ..	23,584	390	37,325	814
Vocational and technical schools ..	303	19	684	29
Special schools ..	2,314	20	2,831	401

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	57	7	164	19
B.A. and B.Sc. (Pass and Hons.) ..	543	49	1,280	123
Professional (degree) ..	292	19	500	22
Matriculation and equivalent examinations ..	4,582	29	8,812	733

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	1	..	15	..
High and higher secondary schools ..	186	..	349	5
Middle schools ..	642	22	1,235	67
Primary and pre-primary schools ..	13,978	158	21,285	198
Vocational and special schools ..	2,871	44	3,471	600
TOTAL ..	17,678	224	26,355	870

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	3,977	207	9,921	675
High, higher secondary and post-basic schools ..	42,490	1,866	71,213	5,378
Middle schools ..	52,473	5,401	95,300	10,232
Primary schools ..	6,16,584	1,49,832	12,55,475	3,71,333
Vocational and special schools ..	94,265	9,385	95,763	15,936
TOTAL ..	8,09,789	1,66,691	15,27,672	4,03,554

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V ..	6,50,542	1,62,289	14,10,860	4,39,961
VI-VIII ..	71,763	6,498	1,07,506	12,293
IX-XI ..	30,564	2,198	44,765	3,864

CHAPTER 16

Punjab

General

Originally called the land of the five rivers, the name 'Punjab' became a misnomer in 1947 as a result of its dismemberment into two Punjabs. The Western Punjab which was predominantly Muslim was included in Pakistan along with its three rivers—Jhelum, Chenab and Ravi—and the Eastern Punjab which was predominantly non-Muslim remained in India with two rivers, namely Beas and Sutlej. Partition also resulted in the loss of Lahore, the old capital of the province, and consequently, a new capital had to be built at Chandigarh for the Indian part of the Punjab which had an area of 37,428 square miles. In 1956, the State of Pepsu was merged with it thereby increasing its area to 47,205 square miles. The present State is divided into 19 districts.

The population of the Punjab according to the census of 1961 was 20,306,812. Of these, only 4.09 million or 20.1 per cent reside in towns (187) and the remaining 79.9 per cent in villages (21,269). The Punjab is amongst the thickly inhabited areas of India, its density of population being 430 persons per square mile. About 66.5 per cent of the people are engaged in agriculture. The percentage of literacy in the State was 23.5 (32.4 per cent for men and 13.7 per cent for women) and there were 49,17,396 literates in Punjab according to the census of 1961.

The partition of the Punjab created a desolate scene with deserted fields, dilapidated houses and a shattered economy. Above all, there was the problem of finding food for a large number of displaced persons ; the total deficit of food grains was estimated at 35,000 tons a year. An all-out effort was therefore made to meet the food shortage by covering almost all aspects of agricultural activity, such as provision of irrigation facilities, reclamation of waste land, application of improved seeds and implements, control of insects and pests and consolidation of holdings. As a result of these activities, there has been a rapid increase in agricultural production.

In 1950-51, the State produced only 32.45 lakh tons of food grains.

In 1958-59, the figure stood at 60.78 lakh tons.

Out of a total of over 140 lakh acres of canal-irrigated areas in the undivided Punjab, only 30 lakh acres came to the share of India. Vigorous efforts had to be made to extend irrigation facilities to fill the gap created by partition. In addition to the multipurpose Bhakra Nangal Project, a large number of irrigation schemes were undertaken during the First and the Second Five Year Plans. By the end of the Second Five Year Plan, the total irrigated area in the State was estimated to be over 84 lakh acres.

With the provision of cheap and abundant electric power under the Bhakra Nangal Project the industries in the State are expected to show a boom. As against 600 factories that existed in the State at the time of partition, there were 3,200 factories in 1960-61. The small-scale industries, which account for nearly 85 per cent of the total value of the State's industrial output, engage a capital of about Rs. 35 crores and afford employment to about 2,00,000 persons. The main manufacturing activities are bicycle parts, sewing machine parts, hosiery, sports goods, machine tools, agricultural implements, electrical goods and scientific instruments. The bicycle industry, comprising about 470 units and with an annual production of Rs. 2.5 crores, is the most progressive industry.

During the post-independence period, the completion of the Bhakra Nangal Project, the establishment of a modern capital at Chandigarh, the reinforcement of agricultural and industrial economy through a number of measures, the provision of social security for workers, labourers and tenants, the award of a better deal to backward classes and areas, the successful experiment in State trading in foodgrains, the establishment of a network of roads, canals and power lines, and the provision of greater opportunity to the people to conduct their own affairs through decentralization, are some of the outstanding features of the State's planned development. The programmes enumerated above are changing the face of the State and a new Punjab is slowly but steadily emerging out of the old.

In order to make the rural administration of the State more effective and democratic the present village Panchayats and district boards will be replaced by Gram Sabhas and Zila Parishads, with block Samitis as links between the two. With effect from

5 November 1959, the departments of Panchayats and community development have been amalgamated in order to step up the pace of rural reconstruction. The community development programme has already covered 146 blocks, comprising 17,840 villages, embracing about 80 per cent of the total rural population. Under this programme, community centres are opened, wells for drinking water are renovated, village roads are improved, clubs for young farmers are organized, fertilizers are distributed and demonstrations of modern techniques for land cultivation are given. The villagers appreciate these efforts as is manifest from their contributions in the form of land, labour and cash for community development and national extension service schemes. Till the end of March 1959, these contributions amounted to more than Rs. 871.30 lakhs as against an expenditure of Rs. 852.64 lakhs by the State Government.

Achievements of this kind by the people of the Punjab during the 14 years of independence have made them forget the partition which entailed countless difficulties and untold suffering.

Development of Education before 1947

The tradition of learning has been strong in the Punjab since ancient times. Old educational centres like the University of Taxila flourished in this area from about 700 B.C. to about A.D. 300. In later times, the Muslims as well as the Sikhs promoted learning by encouraging a network of Maktabs, Madrassahs, and Gurmukhi schools. When the English took over the government of the State in 1849, they found that the Hindus, Sikhs and Muslims had three distinct types of educational institutions and that the Punjab was educationally more advanced than most other parts of the country.

The modern system of education began with the creation of the Department of Education in 1856. The first Director of Public Instruction, Lieutenant William Dealfield Arnold, drew up a scheme for an organized system of education which included the improvement of indigenous schools and the establishment of a primary school at the centre of every six villages, 30 English Zila schools, four normal schools and a central college. As a result of this scheme, two Zila schools, 60 tehsildari schools and eight normal schools were established within four years. The first medical school, opened in 1860, was raised to the status of a college in 1861. Education in law

and engineering was provided in 1870 and a school of art was set up in 1875.

By the close of the nineteenth century, the province had developed an educational organization consisting of 2,583 primary schools, 351 secondary schools and 16 colleges for higher education. In addition, there were 3,850 indigenous schools waiting to be absorbed into the general system. At the primary stage, only 1,05,352 boys (out of the total male population of 12 million) and only 23,367 girls (out of the total female population of 10 million) were attending schools. Higher education for girls was wholly absent. The progress of education was more rapid during the next two decades, but even in 1920, only 2.42 per cent of the population was in schools or colleges.

In 1921, education became a transferred subject under the charge of a minister and 1937 saw the introduction of provincial autonomy. A bold policy of expansion, economy, efficiency and equality was launched and pursued by the popular ministry. There was progress in every field of education, and the Punjab soon came to be regarded as one of the most progressive provinces in the country. Particularly impressive was the advance in primary education. A new Primary Education Act was passed and compulsory education for boys and girls was introduced in certain areas. Within a quinquennium of the passing of the Act there were 70 urban and 300 rural areas under compulsion. However there was considerable wastage; in 1937, the percentage of boys reaching class IV was 28.1, in 1946 it had increased to 45.9.

In 1947 came the partition of the Punjab. This disrupted the normal life of the people. Thousands of uprooted teachers and students had to be rehabilitated and the whole educational system had to be organized *de novo*. Only the invincible spirit of the people enabled them to survive these times and to build up an educational system that is in many ways better than its predecessor.

Primary Education

When India became independent, there was a cry from every part of the State for more primary schools. The Education Department responded to this need and a special drive was launched to open schools in villages which had a population of 500 or more.

The object was to make a primary school available to every child at a distance of not more than one-and-a-half miles from home. The people also gave their unstinted cooperation in the drive. Today, there are 13,258 primary schools in the State as against 3,246 in 1947.

In 1948, the State Government decided to extend the duration of the primary course for boys from four to five years. The reform has been fully implemented except in a few schools in the urban areas where conversion to five-year pattern has not been possible for want of accommodation. (The fifth class in such areas still forms part of the secondary schools.) As a corollary to this measure, the old syllabus for primary and middle classes was radically overhauled in 1950 and greater emphasis was laid on health, social and recreational activities. This obviously necessitated the employment of a better class of primary teachers.

The minimum qualification for admission into the junior basic training schools has consequently been raised to at least a pass in second division in the matriculation examination. The period of training has also been increased to two years. Training includes instruction in the pedagogical subjects as well as in the content of different subjects. Keeping in view the enhanced qualifications of a primary school teacher, his pay scale has also been revised. The present scale is Rs. 60-4-80-5-120 (85 per cent of the posts are in this scale and the remaining 15 per cent are in the higher scale of Rs. 120-5-175).

To meet the educational needs of the sparsely populated areas, the government has been encouraging the opening of single-teacher schools. There were 1,439 single-teacher schools in 1947 while today their number is 5,002. Although these schools have their own administrative and organizational problems, there is no gainsaying the fact that they have made a definite contribution to the eradication of illiteracy and to the popularization of education in the backward and needy tracts of the State. Efforts are now being made to improve their quality and, where feasible, to convert them into double-teacher schools.

The Primary Education Acts passed before independence have been repealed by the State Government on the passing of the Punjab Primary Education Act, 1960 under which it has been decided to

introduce with effect from 1 April 1961 compulsory primary education for the age-group 6-11 in a phased manner during the Third Plan period. The Act has been applied uniformly to the State except the districts of Lahaul and Spiti. The previous Acts are applicable in 30 urban and 5,584 rural localities where the enrolment of boys is 2,32,901 and 66,882 respectively. People are however becoming more and more education conscious and are taking a greater interest in the schooling of their children than before. Educational facilities have been provided at the primary stage as close to the habitation as possible so that parents have no excuse for not sending their children. The policy of Plan development and persuasion has paid dividends even in rural areas where more and more children are coming to schools. The enrolment of children in the age-group 6-11 on 31 March 1961 was 9,76,740 boys and 4,62,926 girls.

According to the survey held in 1958-59, 1,457 new primary schools were needed to provide educational facilities within a distance of one mile from the home of every child. Most of these schools were opened by the end of the Second Plan. The provision of these schools will facilitate the introduction of free and compulsory primary education in the State.

Primary education is free in all schools run by the government. One of the most significant programmes carried out in the Second Plan in the field of primary education has been the taking over by the government of all primary schools run by the local bodies. These bodies unfortunately did not run their schools efficiently. They were dilatory in supplying their needs ; accommodation provided in a majority of cases was inadequate and the supply of furniture and appliances insufficient ; the advice of inspecting officers was frequently ignored ; the members of the municipal and district boards treated education casually as one of their many cares rather than as a special responsibility ; the standard of instruction was low ; the teachers were dissatisfied with their service conditions ; there was a constant friction between the local bodies and the Department which complained that the former failed to discharge their duties towards education. On the other hand, the local bodies constantly complained that their finances did not permit them to undertake any systematic planning of education. The government examined the matter closely and decided that the local control of primary schools,

which had been in force for more than three-quarters of a century, should come to an end. More than 10,000 schools run by the local bodies were thus provincialized with effect from 1 October 1957. This has improved the condition of teachers and has also helped in raising standards.

Basic Education

The State has followed a two-fold policy to promote basic education — the opening of new basic schools and the conversion of traditional schools to the basic pattern. In 1955, all the teacher training institutions were transformed to the basic pattern in order to produce a greater number of teachers for the basic schools. A common syllabus of studies was introduced in the basic and the non-basic schools. Pending the availability of equipment and better trained teachers, the introduction of craft in the non-basic schools has been postponed. However, during the First and Second Plans, the government opened 767 new basic schools and converted another 332 to the basic pattern. The pace of conversion has been slow but considering the difficulties involved, this is perhaps inevitable.

Secondary Education

Although secondary schools were greatly disrupted in the wake of partition, the progress of secondary education has been phenomenal in the last 14 years. The number of high, higher secondary and middle schools today is 1,277, 196 and 1,428 respectively as against 255 high schools and 981 middle schools in 1946-47. The number of scholars under instruction is 7,82,275 boys and 2,75,846 girls at present as against 1,47,035 boys and 13,852 girls in 1947.

Secondary schools are fairly evenly distributed throughout the State. Only a few districts like Kangra and Hissar have had less than their share and have yet to make up some leeway. Schools in border areas have been admitted to a special grant-in-aid code and conditions of recognition have been considerably relaxed in their case. In spite of difficulties, voluntary organizations continue to play an important role in education in the State. They control as many as 854 secondary institutions as against 2,042 managed by the government.

In the urban secondary schools, the size of the classes is often unmanageable, 60 to 70 students per class being quite a common feature of such schools. Lean finances have stood in the way of building new classrooms or extending the present accommodation. This overcrowding is the main cause of the falling standards at this stage. Teachers do not, and perhaps cannot, pay individual attention to their pupils. This leads to cramming and the attachment of excessive importance to examinations. Students use help books and catechism to secure an easy pass which is very disquieting.

Secondary education, which was once regarded as the privilege of a few, is now within the reach of many. Parents, no matter what their social or economic status, desire that all their children should have education at least up to the secondary stage. The popular government does its best to meet this demand by opening or assisting new schools.

The Secondary Education Commission appointed by the Government of India in 1952 had complained that in the past secondary education had been too narrowly 'college-preparatory' and that it had in no way served the ends of those who did not wish or were otherwise unsuited to go to the university. Among other things for reorganizing secondary education, the Commission recommended the introduction of diversified courses to suit different aptitudes and the institution of the 11-year higher secondary schools. The addition of one more year to secondary education is calculated to make the stage truly terminal and complete in itself. Many higher secondary schools are planned to be of the multipurpose type with a number of streams such as humanities, science, agriculture, home science, commerce, fine arts and technology. To implement the programme of conversion of high schools into multipurpose schools, a sum of Rs. 239.32 lakhs was provided in the Second Plan. It has not been possible to utilize the amount fully and the expenditure is not likely to exceed Rs. 140.50 lakhs. One hundred and sixty-eight high schools — 55 government and 113 non-government — have been converted to the new pattern so far.

There is an acute shortage of trained teachers, particularly in technology, commerce, home science and fine arts. The present scales of pay are too low to attract properly qualified teachers. One step to meet the situation has been the provision of Rs. 20 lakhs in

favour of the Punjab University for the preparation of science graduates for the M.Sc. degree. These teachers will then be available for handling the science courses in the higher secondary schools. Regarding agriculture, an understanding has been reached with the agriculture department to provide the requisite number of agriculture graduates. Concerning commerce, fine arts and technology, it has been decided to introduce the subjects in a limited number of schools, depending on the supply of qualified teachers.

University Education

With the partition of the province, the only university, situated at Lahore, which served the whole of the undivided Punjab, the NWFP, Jammu and Kashmir and the British Baluchistan went over to West Pakistan. An ordinance had therefore to be issued by the Punjab Government in 1947 to bring the present Punjab University into existence. Immediately after its establishment, it arranged for the examination of a large number of displaced students and for continuation of the post-graduate studies of those who were studying in the university at Lahore. From this humble beginning, the Punjab University has made considerable progress. There has been a phenomenal increase in the number of candidates appearing at the university examination. In March 1947, the number of students registered for the matriculation examination at Lahore was about 50,000 and this included students belonging to the undivided Punjab and several other areas. The number of candidates who appeared in the matriculation examination of the Punjab University in March 1959 was 1,24,235. The number of candidates who took the intermediate and the degree examinations of the Punjab University at Lahore in 1947 was 13,660 and 6,448 respectively. The corresponding figures for the new Punjab University in 1959 were 19,409 and 11,661 respectively. Figures for examinations in the post-graduate, professional, technical and specialized courses are equally impressive.

There has been a steady increase in the number of colleges affiliated to the university. From 53 colleges in 1947, the number rose to 138 in 1960-61. Similarly, the number of students attending the various arts, science, professional and technical colleges and departments was 25,376 in 1947 ; it is 65,420 now.

Created at a time of great economic strain, the university had no home till 1955 when it shifted to Chandigarh. With the help of the University Grants Commission and the State Government, it has constructed its own buildings, including laboratories, teaching departments, hostels, and residential quarters for the staff. The university campus, extending over 300 acres of land in the clean and picturesque environment of Chandigarh is a great inspiration to its alumni. All the teaching departments which had been scattered in five different places earlier, have now been shifted to Chandigarh and despite handicaps and limitations, every effort has been made to see that the university does not lag behind in promoting scholarship and research. During 14 years after independence, four students obtained the D.Sc. and 105 the Ph.D. degrees. In 1961, 283 scholars were engaged in research in various faculties for the Ph.D. degree. The research contribution of some of the members of the teaching departments has won international recognition.

The university has decided to introduce progressively the system of internal assessment. So far, internal assessment has been introduced in the matriculation and the higher secondary, the bachelor of education and the engineering examinations. Before long, a cumulative record card for each student will be maintained in the college concerned and will show his progress in different subjects. Merit will then be determined, not entirely by a student's performance in the final examination, but also by his sessional work during the year. The university also proposes to set up a unit for examination research.

With the reorganization of education at the secondary stage, it has become necessary to reorganize university education on the three-year degree pattern. The switch-over has already been completed in all colleges of the State with liberal aid from the Government of India. For the interim period, when there will be two streams of candidates, one coming from the high schools and the other from the higher secondary schools, the colleges have been allowed to retain the preparatory or pre-university classes. A provision of Rs. 11 lakhs was made in the Third Plan to complete the conversion of all degree colleges in the State into three-year degree colleges.

The cultural aspects of university life have also received special

attention. The university maintains whole-time staff to organize the youth welfare activities on a planned basis.

Technical Education

Facilities for technical education in the undivided Punjab were meagre and concentrated in the area now included in West Pakistan. Except for one medical college at Amritsar, and a few industrial schools in the eastern districts, all the technical and professional institutions of agriculture, engineering, veterinary science, law, medicine, commerce and teacher training were lost to India at the time of partition. Facilities for technical and professional education in the truncated State had therefore to be built up from a scratch. Judged against this background, the progress made during the post-independence period has been truly phenomenal. At the graduate level, there are 44 colleges for professional education including five for women. The faculties in which these institutions impart training include teacher training, law, medicine, engineering, agriculture, commerce, physical education, veterinary science and animal husbandry. Courses have also been instituted in pharmacology, geology and dairying. Except for one engineering college and a few teacher training colleges, all other technical and professional colleges are run either by the government or by the university.

At school level, the State maintains medical, technical, industrial and engineering, and pedagogic schools. There are 27 industrial schools for boys, including industrial training institutes and vocational training centres. Besides, the government maintains a full-fledged arts and crafts school. Arts and crafts classes are also attached to some schools run by voluntary organizations. The number of industrial schools for girls is 48. These had an enrolment of 2,625 and accounted for an expenditure of Rs. 6.17 lakhs in 1960-61.

Mention should also be made of the 15 new schemes that have been launched during the Second Plan. These schemes include opening of junior technical schools, the reorganization of existing industrial schools and arts and crafts institutions and the reorganization of seven diploma schools for girls. To encourage promising boys and girls, a number of stipends and scholarships, tenable in technical institutes and industrial schools have been instituted by the government. Provision has also been made to give grants-in-aid

to private institutions. This has been necessary because, in the past, the voluntary organizations have been rather shy of venturing in the field of technical and professional education.

The government has also set up a Board of Technical Education (1958) with the express object of coordinating the activities of the various departments concerned with technical education, and for maintaining a satisfactory standard of teaching in technical education. There was a provision of Rs. 2.40 crores for technical education in the Second Plan, of which Rs. 72.69 lakhs had already been spent during the first three years of the Plan.

Social Education

At the advent of independence, the foundations of social education in the State were not quite strong. Although efforts in this direction had started in the twenties, not much headway was made by 1947. In 1927, there were 3,784 social education centres with an enrolment of 98,414. The enrolment increased to 1,16,204 in 1941-42 but began to decline soon after partition; only 577 adults were under instruction in the 23 centres which came to India. Work at these centres was in the charge of local school teachers who were paid a small remuneration for the purpose. This did not prove to be a satisfactory arrangement. Teachers who had to do a full day's work at school failed to bring any industry or enthusiasm to this additional part-time work. The centres did not attract adults, and the entire approach to the problem of social education was reorganized.

Social education programmes were started, almost *de novo*, in 1949 when a Class I officer was appointed to organize them. Four social education training camps for teachers and volunteers were conducted in December 1949 and were followed by the opening of 134 social education centres (including 28 for women) in 1950. The centres were supplied with radio sets, petromax lamps, durries, blackboards, reading and writing materials and library books. Whole-time social education teachers and volunteers were appointed and the social education programme was made comprehensive; it embraced literacy, civic education, health education, education for communal harmony, recreational and cultural activities, training in simple crafts, general knowledge and everyday science. Two mobile cinema

units and films were purchased and a social education sub-committee was set up under the auspices of the Provincial Advisory Board of Education. Steps were taken to secure the cooperation of other departments and to make the social education centres the focal points of all reconstruction work.

With the expansion of activities, the staff for social education also increased. At present, there is an assistant director of social education at the headquarters. Under him, there are social education supervisors in each division ; and each social education supervisor has a mobile cinema unit and a van for audio-visual education. He visits the centres and arranges film shows, talks and demonstrations.

In addition to their literacy work, the social education centres are also being developed as work centres. In the centres for women, handicrafts like knitting, niwar weaving, phulkari, needle work and spinning are taught to students. In centres for men, crafts like mat making, bamboo work, rope making and bee keeping are being taught according to local conditions and the availability of materials.

The budget for social education has been mounting every year. In 1948-49, the expenditure totalled Rs. 20,074 ; but by 1958-59, it had gone up to Rs. 14,48,890. Expenditure on social education is shared by the Central Government, the State Government and the municipal committees in the ratio of 2:1:1. The State Government also gives liberal aid to the voluntary organizations working in this field.

Social education has made good progress so far. There are 189 centres for men with an enrolment of 5,711 and 909 for women with an enrolment of 17,149. There is also a Janata college for the training of social education workers. However, this progress is by no means commensurate either with the needs of the people or with the expenditure incurred. Irregularity of attendance on the part of adults and the resulting wastage continue to pose serious problems to the organizers.

Girls' Education

The education of girls had not made as much progress as that of boys in the undivided Punjab. It has however taken big strides

in the last 14 years. The prejudice against girls' education has largely disappeared, and there is a growing clamour for more and more schools and colleges for girls. Even the prejudice against co-education is fast disappearing.

At the time of partition, there were only 951 institutions for girls (as against 4,037 for boys) in the State of East Punjab. By 1951, their number had risen to 1,233. The first two Plans have given a further fillip to the spread of education among girls. In 1951, there were 1,061 primary schools for girls; now their number is 2,895. The number of middle schools for girls in 1951 was 88; it is 357 now. In the matter of high and higher secondary schools, there has been an increase from 48 to 338; and the number of colleges has risen from six to 26 during the same period. The enrolment has also gone up phenomenally: there were 1,60,202 scholars in the girls' institutions in 1951; now their number is 4,71,618.

Despite this progress of girls' education in the State, it must be admitted that there is a great disparity in the matter between the rural and the urban areas. This is due mainly to the fact that women teachers are reluctant to go to and work in the rural areas because of uncongenial surroundings and lack of residential accommodation. A scheme for the construction of residential quarters for women teachers in rural areas was introduced during the Second Plan and grants for the construction of 606 quarters were given to the deputy commissioners in the State. During the Third Plan it has been proposed to construct 200 more quarters for women teachers.

To provide educational opportunity to poor but deserving girls and to promote girls' education in general the Punjab University, the State Government and several philanthropic societies have instituted scholarships and stipends and other kinds of financial assistance to meritorious girls at different stages of education. The Department awards 216 middle school scholarships and 143 high school scholarships. Ten per cent of the girls on rolls in the junior basic training schools receive stipends. Thirty-eight government scholarships are awarded to girls on the results of the matriculation examination and a similar number on the results of the intermediate examination. The State Government embarked upon a scheme for providing free education in a phased manner. In the erstwhile Pepsu State, no fees were charged in the girls' schools up to matriculation

stage. After the merger of the Punjab and Pepsu, the government decided to extend this benefit to all schools for girls and boys by stages. In 1958, free education was introduced into government schools in class VI which was extended to class VII in 1959-60 and class VIII in 1960-61.

Much still remains to be done to bring the education of girls on a par with that of boys. The leeway to be made up can be indicated by the fact that while the number of boys per thousand in the age-group 6-17 receiving education of school standard is 523.6, the number of girls is only 231.7.

Teaching of Science

Provision for the teaching of science has been made in primary and middle schools. In high schools, science is still taught as an elective subject but in accordance with the recommendations of the Secondary Education Commission, general science has been made a compulsory subject in the higher secondary course. Additional grants of Rs. 25,000 each have been given to a large number of high schools for the purchase of scientific equipment. The paucity of properly qualified science teachers was acutely felt and the Punjab University instituted a two years' general science diploma course in some training colleges in order to prepare science teachers. The shortage is still great and the Department of Education has therefore approached the Punjab University to start science colleges which should ensure an adequate supply of science teachers for the schools.

Science clubs, subsidized by the Government of India, have been started in several schools. To help teach this subject better, seminars, workshops and conferences are being frequently organized by the training colleges in the State.

Scholarships

Education up to class V was made free all over the State in all government institutions in 1957. The policy was progressively extended up to class VIII by 1960. Funds permitting, the State proposes to make education free up to matriculation in all government institutions.

At present, all the recognized schools are required to grant full and half fee concessions up to a maximum of ten per cent

of the number on rolls. Children of teachers whose income does not exceed Rs. 100 per mensem are not charged tuition fee. Fee concessions and stipends are granted to the children of peasants and soldiers. Harijans and other backward classes are also exempted from the payment of tuition fee in all types of educational institutions.

For brilliant students there is a large number of scholarships. Merit scholarships, tenable from classes V to VIII, are awarded district-wise on the result of a competitive test held by the inspecting staff at the close of the primary course. Scholarships are also awarded in the high school classes, both to boys and girls, on the result of the middle school examination conducted by the Department. The Punjab University and the government have made a liberal provision for scholarships to be awarded on the result of the matriculation, intermediate and degree examinations. The university has also provided for the award of stipends to athletes. Both the university and the State Government are keen to extend these concessions further to cover a large number of students.

Physical Education

The Punjab is known throughout the country for the interest its people take in games and sports. Physical education goes on side by side with academic instruction in all the schools and colleges. All high and middle schools have qualified physical training supervisors and instructors. Mass drill, play for all, games, sports and athletics form an integral part of the school programme.

In order to supply properly trained and qualified physical training supervisors, the government maintains a college of physical education in which graduates are prepared for a diploma course in physical education. In order to broad-base this training, a three-year diploma course for the intermediate passed students has also been instituted.

Every district has an assistant district inspector of schools for physical education. He not only guides and supervises physical education in the schools of the district, but also organizes athletic meets and tournaments at the district level. These tournaments have become a regular feature and are of great value in promoting qualities of sportsmanship among students.

Participation in organized games in the evening is compulsory

in schools and colleges for two days a week. In some colleges, in addition to the organized games in the evening, morning physical training is also compulsory for the resident students. Physical efficiency tests for different age-groups have also been introduced.

The university maintains a separate department of physical training for men and women. It encourages games and sports by offering liberal grants to its affiliated colleges. It organizes tournaments in different games and has also been organizing a number of coaching camps for training the students.

The State Government's concern to improve standards in games and sports is well known. This is the only State in India which has a Sports Minister in the Cabinet. For the encouragement of games in the rural areas, a large number of village sports clubs and young farmers clubs have been set up in the villages, especially in the national extension blocks and community project areas. The government gives liberal aid to these clubs. In some of the districts, rural sports organizers have also been appointed. As a consequence of these measures, an increasing number of tournaments and sports meets are held every year.

Co-curricular Activities

Co-curricular activities have become an integral part of school programmes these days. Students are given every encouragement to develop their powers of self-expression by participating in school debates and dramatic performances. Facilities for the pursuit of hobbies like photography, soap making, ink making, cardboard and paper cutting, clay modelling, basket making, weaving, knitting, book binding, etc., are also being provided in many of the schools. A few schools have built up their own museums for the study of natural history.

Scouting, Guiding, NCC and National Discipline Scheme

Scouting and guiding are very popular in the State. The movement is subsidized by the government.

The National Cadet Corps was initiated in the State in October 1948, when a Class I officer was appointed for the purpose. To start with, there were 3,694 cadets (2,070 junior division and 1,624 senior division) and 121 officers (69 junior division and 52 senior division).

Now there are 35 units consisting of 258 officers and 27,790 cadets in senior division including NCCR ; 30 troops companies of senior wing (girls division) consisting of 30 officers and 3,210 cadets, and 301 troops of junior division army wing consisting of 301 officers and 3,545 boy cadets and 15 troops of junior division girls consisting of 15 officers and 675 cadets. The expenditure incurred in 1960-61 on the NCC was Rs. 25,08,995 as against Rs. 1,51,200 in 1948-49.

Besides military training and the holding of camps, a noteworthy feature of the programme of work for the cadets is social service. This generally comprises construction of kutcha roads, clearing footpaths, improving the condition of canal banks and the cleaning of villages.

During the Second Plan, a provision of Rs. 23.74 lakhs was made for the expansion of the NCC. The provision has been increased to Rs. 66.10 lakhs in the Third Plan.

In 1954, it was decided to organize Auxiliary Cadet Corps units in all the educational institutions of the State. A scheme to that end was accordingly included in the Second Plan. ACC is now taken up as a regular activity in the institutions to which such troops have been allotted. Out of the authorized strength of 1,200 ACC sections, 1,169 sections are in operation in which 59,030 cadets are receiving training. For the ACC cadets, labour and social service camps are held frequently and boys are engaged in activities like construction of roads, digging of soak pits, manure pits, canals and water reservoirs, construction or desilting of drainage and improvement of village schools and playgrounds. The programmes for girls centre round sanitation drives, environmental hygiene, child welfare, home nursing, planning and repairs of kitchens and kitchen gardens.

The target before the government is that every school boy should either be a scout or a cub, and every school or college student either a member of the NCC or ACC.

A beginning was also made with the National Discipline Scheme in 1957. Several teachers were given three months' training and posted in selected government schools in order to tone up discipline in these institutions. At present the scheme functions in 120 high schools.

Medical Inspection and Nutritional Needs of School Children

Medical assistance to school children both by way of diagnosis and treatment is very inadequate at present. It is virtually non-existent in the village schools, though the children of the urban areas are slightly better off. High schools are permitted to charge a small medical fee to the students, the amount thus realized being used for medical inspections and follow-up treatment. Some of the larger schools have whole-time medical officers. Sometimes, the high schools pool their income to have a central clinic with a regular medical officer and staff to look after the medical inspection of the students. Such an arrangement is generally looked after by a committee called the Health League. The membership of the committee includes the Deputy Commissioner, the district inspector of schools and representatives of the schools concerned. Schools having a central clinic maintain a medical record of every individual student and bring to the notice of the parents any defect discovered by the medical officer.

The District Red Cross and Hospital Welfare Society has been supplying milk powder and rice to the under-nourished children in a number of places. A few schools also supply free milk to needy children out of the school Red Cross fund.

Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes

Ever since partition, the Education Department has been paying special attention to the educational needs of backward classes. A scheme for the promotion of education among educationally backward classes was initiated in 1948. It was reorganized in 1953-54 to cover all students from the scheduled castes and other backward classes without any distinction of religion. A special officer has been appointed at the headquarters to look after this scheme which entails an expenditure of the order of Rs. 55 to 60 lakhs on an average each year.

Under this scheme, students belonging to scheduled castes, scheduled tribes and other backward classes are exempted from the payment of tuition fee, and liberal stipends are also given from class IX (from the first primary class in Kulu sub-division) to the post-graduate stage (including teacher training).

The question of expanding educational facilities in the backward areas of Lahaul and Spiti, which remain snowbound and sealed off for more than six months in a year, had been completely neglected in the past. It is now receiving the earnest attention of the State Government. The areas now have a number of primary and middle schools, besides a high school at Keylong.

The total number of scholars belonging to all backward communities in different types of educational institutions in the State is 2,25,408 of which 62,083 are girls. These figures give some idea of the solicitude of the State Government for the uplift of these classes.

Audio-visual Education

Most high schools have radio sets and students listen to school broadcasts with profit. Some schools have film projectors also and show educational films to children.

An audio-visual education centre was set up at Chandigarh during the Second Plan. The State Board of Audio-visual Education controls and guides the activities of the centre. It has so far imparted training in the use of audio-visual material to 200 teachers through 18 seminars and courses.

Pre-primary Education

The importance of pre-primary education cannot be denied, but it has not received so far the attention it deserves. Only rich parents are alive to the need for pre-school education perhaps because they alone can afford it, and pre-primary classes generally maintain themselves through fees and are to be found in the urban areas only. Since government is pre-occupied with the development of education for the age-group 6-11, pre-primary education will have to depend exclusively on voluntary enterprise for a long time. The State Government has however recognized since 1958 a training class for nursery and pre-primary teachers which is being run by Ramgarhia Education Trust at Phagwara.

Education of the Handicapped

There are seven institutions for physically handicapped children in the State where 272 children are receiving education. The total amount spent on these institutions during 1960-61 was Rs. 1,52,445.

Teaching of Hindi, Punjabi and Sanskrit

Before partition, there were over 200 institutions imparting instruction in Sanskrit, Hindi or Punjabi in the State. Their number, after partition, dwindled down to less than 50. Even the institutions which survived were not financially sound and it was feared that if monetary assistance was not provided to them they also would close down. The government therefore decided to assist the Pathashalas and a provision of Rs. 2.50 lakhs was included for the purpose in the Second Plan.

The government is anxious to promote the development of Hindi and Punjabi and it has established two full-fledged departments for the purpose.

Administration

It will be of interest to know that, unlike many other provinces, the Director of Public Instruction in the Punjab enjoyed the double status of being the Director and the Education Secretary to Government from 1860 to 1957. In 1957, the two posts were separated. The Secretary who is assisted by a Deputy Secretary and two Under Secretaries keeps liaison between the Directorate of Education and the government. The Director of Public Instruction who is in charge of administration controls the Department through his staff at the headquarters and three divisional inspectors of schools. At the headquarters there are, besides the Joint Director of Public Instruction, a deputy directress of public instruction, a deputy director (planning), a deputy director (colleges), a deputy director (schools), an assistant director (schools), an assistant director (social education), an assistant director (NCC), an assistant director (teacher training), an assistant director (books), a registrar (departmental examinations), a coordinator (secondary education), a Harijan welfare officer, a special officer to look after the National Discipline Scheme and a woman officer to look after the National Discipline Scheme for women. The divisional inspectors discharge their functions through a number of divisional deputy inspectors. There is a district inspector and an inspectress to control, supervise and guide the schools for boys and girls respectively in each district.

The work of the Department has increased considerably

because of the taking over of more than 10,000 schools run by the local bodies. The Department of Education however has not been made responsible for all forms of education. It only administers, controls and supervises general education. Various branches of technical education are entrusted to technical departments and, as such, fall under the control of the Ministers in charge of those departments. Thus, engineering education comes under the Minister for Public Works, agricultural education under the Minister for Agriculture, medical education under the Minister for Health and Medical Services and industrial education under the Minister for Industries. Such multiple control of education is not very satisfactory from the administrative point of view ; a better coordination of the educational programmes of the different departments is necessary. Since the staff of the Department at the headquarters is overworked, some decentralization of responsibility is also necessary in the interest of education.

Recognizing the importance of public opinion on the general policy and programmes of education, the government has constituted an Advisory Board of Education. The composition of the Board reflects the different interests in the State.

To meet the difficulties created by partition, special grants on a liberal scale were made to the Punjab by the Central Government for all administrative services. While it is not possible to give separate figures for the amounts spent on education, it is known that large allocations out of the Central grants were made towards the establishment of the new university and for the rehabilitation of displaced educational institutions. During the First Plan period, a sum of Rs. 407.56 lakhs was spent on education. The State's allocations for education in the Second Plan were Rs. 1,232.56 lakhs.

Conclusion

At the dawn of freedom, the Punjab faced a crisis—cultural, social, economic and educational. Partition brought colossal problems in its wake, and the entire educational system had to be reorganized *de novo*. In spite of these tremendous odds, the progress of education has been phenomenal since 1947. The number of educational institutions rose from 5,027 in 1947 to 17,580 in 1961 and the enrolment from 5,52,709 to 21,55,685.

The private sector has played a laudable role in the spread of education. In the fields of secondary and higher education, its contribution is not less significant than that of the State. But since the State is largely inhabited by the refugees from Pakistan and since private philanthropy and charity have never been the same as before partition, some of the voluntary organizations are asking for the nationalization of their schools. The State Government is seriously considering the proposals, particularly from those schools which are finding it financially impossible to continue any longer.

During the post-partition period, the people of the State have acquired a new outlook, more consistent with and better suited to our present-day national requirements. A new and a better system of education is slowly taking shape. The benefits of free education have been extended up to standard VIII and primary education has been reorientated. Secondary education is in the process of transformation and everything is being done to make the stage truly terminal by the introduction of a practical bias in the secondary curriculum. University education has been both expanded and improved.

EDUCATIONAL STATISTICS OF PUNJAB

I.—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	1	..	2	..
Colleges for general education				
Degree standard	73	9	89	18
Intermediate standard			4	2
Colleges for professional and technical education				
Agriculture and forestry	1	..	1	..
Commerce	2	..	2	..
Engineering and technology	2	..	4	..
Law	1	..	1	..
Medicine	4	1	10	..
Teacher training				
Basic	6	1	10	1
Non-basic	5	2	17	4
Veterinary science .. ..	..	..	1	..
Others	3	..	1	..
Colleges for special education .. ..	..	..	5	1
Schools for general education				
Higher secondary schools	1,029	145	196*	53
High schools			1,277	285
Middle schools				
Basic	6	1	72	23
Non-basic	1,015	248	1,356	334
Primary schools				
Basic	395	83	748	187
Non-basic	11,938	1,618	12,510	2,708

* Includes four post-basic schools

I—Number of Institutions — Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools ..	2	2	5	5
Schools for vocational and technical education				
Agriculture and forestry ..	1	..	..	..
Arts and crafts ..	9	1	..	..
Engineering ..	2	..	12	..
Medicine ..	2	..	16	14
Teacher training				
Basic	16	2	26	12
Non-basic	1	..	..	..
Technical and industrial	41	16	106*	48
Schools for special education				
For the handicapped ..			7	..
Social (adult) education ..	600	90	1,098	909
Others ..			4	..
TOTAL	15,155	2,219	17,580	4,604

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	265	26	1,445	288
Arts and science colleges ..	41,617	7,246	53,300	10,921
Professional and technical colleges	4,508	949	10,329	2,674
Special education colleges .. ..	..	..	914	446
Higher secondary schools ..			1,82,050	39,505
High schools ..	5,36,775	78,742	5,59,269	1,42,373

*Includes schools for arts and crafts

II—Number of Students—contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Middle schools				
Basic	2,487	23	19,977	5,057
Non-basic	2,25,376	67,215	2,96,825	88,911
Primary schools				
Basic	35,386	9,918	71,051	23,073
Non-basic	8,48,005	2,32,245	9,20,640	2,83,008
Pre-primary schools	64	35	161	93
Schools for vocational and technical education	7,546	1,532	16,019	4,583
Schools for special education	13,566	3,842	23,705	17,210
B. By stages/subjects				
General education (university standard)				
Research	71	4	80	3
M.A. and M.Sc.	1,351	218	1,864	542
B.A. and B.Sc. (Pass and Hons.)	10,002	1,778	14,228	3,385
Intermediate (arts and science)	26,876	3,635	35,718	5,865
Professional education (university standard)				
Agriculture and forestry	522	..	1,168	..
Commerce	208	2	258	..
Engineering and technology	323	..	1,910	1
Law	567	1	1,043	19
Medicine	996	220	2,200	430
Teacher training				
Basic	844	270	993	448
Non-basic	2,339	847	2,087	1,077

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Veterinary science ..	..	..	340	..
Other subjects ..	310	8	266	32
Special education (university standard) ..	150	21	384	73
General education (school standard)				
High and higher secondary ..	1,10,533	11,019	1,70,379	29,780
Middle ..	3,06,506	42,620	4,38,601	88,941
Primary ..	12,25,303	3,32,922	14,39,666	4,62,926
Pre-primary ..	1,868	895	1,444	753
Vocational education (school standard)				
Agriculture and forestry ..	131	..	..	..
Commerce ..	131	..	18	..
Engineering ..	805	..	8,410	..
Medicine ..	345	104	850	640
Teacher training				
Basic ..	6,005	1,465	5,857	3,178
Non-basic ..	1,115	636	278*	246
Technology, arts and crafts, industrial ..	4,564	1,257	3,746	2,576
Other subjects ..	143	..	140	..
Special education (school standard)				
For the handicapped ..			272	25
Social (adult) education ..	13,587	3,851	22,860	17,184
Other subjects ..			625	18
TOTAL ..	17,15,595	4,01,773	21,55,685	6,18,142

*Includes students of nursery training class

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total Rs.	On institutions for girls Rs.	Total Rs.	On institutions for girls Rs.
A. By sources				
Government funds				
Central ..	75,17,220	4,67,672	1,60,18,443	7,59,415
State ..	4,80,80,181	94,62,107	11,59,22,715	2,24,38,075
District board funds ..	69,35,054	10,51,269	48,513	2,755
Municipal board funds ..	36,78,057	12,70,795	5,97,672	1,08,375
Fees ..	3,09,87,206	21,83,155	3,62,46,466	34,97,901
Other sources ..	1,17,16,045	36,25,986	1,94,77,091	30,10,773
B. By type of institutions				
Direct expenditure on				
Universities ..	57,56,811	..	98,25,238	..
Arts and science colleges	97,32,251	8,23,761	1,49,90,165	20,00,227
Colleges for professional and technical education	40,29,235	7,55,191	94,80,537	2,62,093
Colleges for special education ..	..	..	1,04,052	2,446
High and higher secondary schools ..	2,85,68,442	50,51,466	4,52,09,763	1,00,46,852
Middle schools				
Basic ..	1,25,373	3,014	10,10,656	2,04,272
Non-basic ..	1,10,80,975	24,21,623	1,61,13,414	36,08,572
Primary schools				
Basic ..	11,92,977	2,43,087	28,23,036	6,64,485
Non-basic ..	2,48,44,080	43,82,992	3,29,47,131	63,92,337
Pre-primary schools ..	13,226	13,226	18,641	18,641
Vocational and technical schools ..	27,86,742	4,07,964	63,86,022	11,04,398

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
Special education schools	3,83,853	77,088	8,78,397	2,17,847
TOTAL (<i>Direct</i>) ..	8,85,13,965	1,41,79,412	13,97,93,052	2,45,22,170
Indirect expenditure on				
Direction and inspection	27,75,628	3,38,590	43,78,230	6,71,158
Buildings	93,94,076	24,77,465	3,38,34,382	30,16,489
Scholarships	53,09,673	3,58,549	80,62,713	9,12,582
Hostels	15,13,159	4,43,927	14,36,672	3,25,197
Other miscellaneous items	14,07,262	2,63,131	8,05,851	3,69,698
TOTAL (<i>Indirect</i>) ..	2,03,99,798	38,81,662	4,85,17,848	52,95,124
GRAND TOTAL ..	10,89,13,763	1,80,61,074	18,83,10,900	2,98,17,294

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	3,710	575
High and higher secondary schools	22,546	4,085	22,025	5,324
Middle schools			10,334	2,856
Primary schools			26,329	7,063
Pre-primary schools	22,740	4,964	9	8
Vocational and technical schools ..	4	4	1,503	320
Special schools .. ..	..	..	659	445

N.A.=Not available

V—*Examination Results*

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	N.A.	N.A.	1,935	440
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	7,552	2,188
Professional (degree) ..	N.A.	N.A.	4,203	1,431
Matriculation and equivalent examinations ..	N.A.	N.A.	57,990	14,966

VI—*Number of Institutions in Rural Areas*

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	9	2	11	1
High and higher secondary schools	548	15	820	67
Middle schools	864	123	1,258	250
Primary and pre-primary schools	11,626	1,429	12,610	2,728
Vocational and special schools ..	437	23	1,019	871
TOTAL	13,484	1,592	15,718	3,917

VII—*Number of Pupils from Rural Areas*

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	17,950	1,185	26,489	2,444
High and higher secondary schools	2,47,256	7,946	3,16,388	27,867
Middle schools	1,79,865	26,128	2,60,520	58,418
Primary and pre-primary schools	7,77,982	1,73,020	7,89,298	2,14,461
Vocational and special schools ..	8,658	1,287	12,141	3,798
TOTAL	12,31,711	2,09,566	14,04,836	3,06,988

N.A.=Not available

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V ..	N.A.	N.A.	14,39,666	4,62,926
VI-VIII ..	N.A.	N.A.	4,38,601	88,941
IX-XI ..	N.A.	N.A.	1,70,379	29,780

IX—Some Selected Averages and Percentages

Item	1955-56		1960-61	
Cost per capita on education (in rupees)	..	N.A.		9.3
Cost per pupil (in rupees)				
High and higher secondary schools	..	53.2	61.0	
Middle schools	..	49.2	54.1	
Primary schools	..	29.5	36.1	
Number of pupils per teacher in				
High and higher secondary schools }				34
Middle schools		34	31	
Primary schools	..	39	38	
Percentage of trained teachers in				
High and higher secondary schools }				82.7
Middle schools		73.2	90.5	
Primary schools	..	73.1	92.1	

N.A.=Not available

CHAPTER 17

Rajasthan

General

The present State of Rajasthan, which was formed by the merger of 19 princely states and two Chiefships of various sizes and differing in topographical conditions, is located between 23.3° and 33.12° north latitudes, and 69.3° and 78.17° east longitudes. It has an area of 341,732 square kilometres forming 11.72 per cent of the total area of the country and a population of 20.16 million, 10.56 million being male and 9.60 million female. Out of these, more than 83 per cent live in rural areas. The density of the State per square kilometre is 59 as compared to 148 of India as a whole. The State of Rajasthan ranks second in area and eleventh in population.

The Aravali Ranges, which lie across the State, divide it into two natural regions. The north-west region comprising nearly three-fifths of the area, is a sandy desert which, it is hoped, will be turned into green fields on completion of the Rajasthan Canal Project. The south-eastern region, comprising two-fifths of the area, consists of rocky woodland and is more fertile. Important rivers in this region are the Banas and the Chambal.

In Rajasthan, 69.7 per cent of people are engaged in agricultural and 30.3 per cent in non-agricultural pursuits. Jats, Rajputs, Kshatriyas, Jains, Brahmins and Banias form nearly 80 per cent of the total population. Hindi is the main language.

It is a very rich mineral area. Lead, zinc, iron ore, gypsum, mica, soap stone, lime stone, marble and manganese ore are some of the more important minerals of the State which provide ample opportunity for industrialization.

In the post-independence period, the development schemes of Rajasthan have tapped the natural resources of the State and industrialization is making rapid progress. Rajasthan is rich in mineral resources and when industries are fully developed, they will bring about appreciable changes in the economy of the State and lead to rapid urbanization. This is likely to affect occupational distribution

considerably. A number of projects of economic development have already been completed and have resulted in the movement of population and development of towns. The Multipurpose Chambal Punjabi have been included in the list of languages taught in the State schools at present.

Hindi is spoken by all the people of Rajasthan although a few dialects closely allied to Hindi are also spoken in some parts of the State. Immediately after the partition of India, refugees from Sind and Punjab flocked into Rajasthan and were settled in the western and northern regions of the State. The educational responsibility of the State has therefore increased and Sindhi and Punjabi have been included in the list of languages taught in the State schools at present.

The main festivals are the same as those in other parts of India. Rajasthan is however noted for community fairs which are held throughout the year, and more particularly during the rainy season, when men and women in gay costumes flock to a neighbouring tank or well or temple and treat themselves to feasts, songs and dances. The Bhils of Udaipur and the Sansis of Ganganagar have their own traditional ways of celebrating the festivals with folk songs and folk dances. The State is also noted for gifted artists who can execute artistic works of high imagination.

Development of Education before 1947

The available data regarding education in Rajasthan in ancient times are extremely scanty. Ancient Rajasthan was not without some form of education and learned Brahmins lived in different parts of the State such as Pushkara in Ajmer, Osian and Phalodi in Jodhpur, and Nathdwara in Udaipur. The southern limits of Rajasthan are close to Ujjain which was one of the greatest centres of learning in ancient times. The educational and cultural influence of Ujjain has had its impact on Rajasthan. Mathura and Vrindavan, which lie on the eastern border of Rajasthan, have also contributed largely to the education in this area in ancient times.

During Muslim rule in Northern India, scholars flocked to various princely states of Rajasthan for protection and subsistence. They carried their temple-gods with them, and the temples they established continued to be the venue of popular education in

medieval times. Nathdwara, Kota, Kankroli, Alwar and Chittor were the chief places at which learned Pandits found shelter and spread their cultural influence among the people.

Historically, there is a close connecting link between the system of education in ancient Rajasthan as propagated and inspired by Ujjain, Mathura and Vrindavan and modern educational developments like the Sanskrit schools and colleges founded by Maharaja Jai Singh of Jaipur. Throughout this period, the princes of Rajasthan fostered education and helped to maintain an unbroken continuity of cultural progress. It is true that the extent of interest shown by individual princes depended on their personality, the natural resources of the area, and their political, economic and social relations with neighbouring states. However, there was not a single princely state in Rajasthan where Pathashalas and Maktabs were not fostered. Rajasthan therefore has had an age-old love for education and the present-day administrators had only to divert this innate educational urge into more fruitful channels to build up a modern system of education.

Modern education in Rajasthan began in the middle of the nineteenth century, first at Alwar in 1842, then at Jaipur in 1845 and at Bharatpur in 1858. Other princely states followed suit and, by the end of the century, the teaching of English and modern education had been introduced at the capitals of most states. At the turn of the century, there were as many as 647 educational institutions, of which 510 were maintained by the states, 103 by private individuals and 34 by missionaries. These institutions included four colleges, 86 secondary schools, 545 primary schools (including 53 schools for girls) and 12 special schools. About 37,670 scholars received education at these institutions. The progress of education during the latter half of the nineteenth century was undoubtedly slow. This was mainly due to the fact that the large communities of Mahajans, agricultural farmers and sheep breeders did not take any deep interest in modern education. The Mahajans of Rajasthan usually carry on internal trade and commerce in all parts of the country and the indigenous system of primary education known as Banika was quite adequate for their purpose. Even the meagre opportunities offered by the State education departments were not taken advantage of by the bulk of population. Only the

middle classes such as the Brahmins, the Kayasthas and the Agarwals profited from the facilities offered by the education departments. It was for this reason too that Udaipur and Jodhpur, which are mainly inhabited by the middle classes, came to be in the vanguard of educational progress in Rajasthan.

This indifference to the modern system of education continued even in the twentieth century and constituted one of the major problems in the State. The economically better off people, the Mahajans, had no use for education, and they were also not the permanent residents of Rajasthan. The lower middle class and the labourers were economically dependent on the Mahajan community and like it were uninterested in education. The upper middle class was interested ; but it received education in schools and colleges outside the State. Consequently, the progress of education in Rajasthan lagged behind that of many other states in India.

This position was radically changed through the efforts of a band of learned scholars who worked in a number of pioneering institutions such as the Swai Mansingh Medical College of Jaipur, the Poddar Deaf and Dumb School of Jaipur, the Vanasthali Vidyapeeth for Girls, Jaipur, the Vidya Bhawan Society of Udaipur, the Rajasthan Mahila Vidyalaya and the University of Rajputana (now known as the University of Rajasthan). A great part was also played by educational institutions and workers of Ajmer that served as a model for the other princely states of Rajasthan in educational matters. Between 1936 and 1947, the princely states vied with one another in developing education. Every sector of education made remarkable progress during this period, the percentage of adult literacy increasing from 4.65 in 1931 to 8.95 in 1951. On the eve of independence therefore Rajasthan was emotionally ready to launch a new and more vigorous drive for educational expansion at all levels. However, the authorities had to be confronted with a number of difficult problems at this time that included: (1) lack of interest in education on the part of a majority of the people ; (2) lack of proper educational facilities at all levels ; (3) difficulties in securing good administrators and teachers ; (4) lack of adequate transport facilities or roads ; (5) social evils like Purdah, child-marriage and traditional ways of life among nomadic and tribal people like the Sansis, Baoris, Bhils and Gada-Lohars. With the integration of the states

and establishment of a popular, democratic government, there was an unprecedented upsurge of creative activity. The post-independence period therefore begins on a note of hope and enthusiasm for Rajasthan, and marks the beginning of an era of rapid development in all sectors, especially in education which is the foundation of all other progress.

Primary Education

On the eve of the integration of the princely states, Rajasthan had 2,864 primary schools for boys and 331 for girls, but immediately after integration, the number of the boys' primary schools rose to 3,563 and girls' schools to 372 (excluding erstwhile Ajmer State). This increase of 740 schools testifies the popular enthusiasm for education which has since continued unabated. In 1960-61, there were as many as 13,934 primary schools for boys and 614 for girls. That the number of girls' schools has not increased proportionately is due partly to the fact that all primary schools in Rajasthan are co-educational, the official policy being to eliminate the separate primary schools for girls, and partly to the comparatively smaller enrolment of girls, specially in rural areas, which does not warrant the opening of separate schools for girls.

The enrolment of boys in 1949-50, including the figures of erstwhile Ajmer State, was 1,99,421 and that of girls 43,836. The total enrolment at the primary stage thus came to 2,43,257 by 1949-50. At the end of 1960-61, total enrolment rose by more than 400 per cent and reached 11,14,502 of which 8,99,042 were boys and 2,15,460 girls. The increase in the number of pupils has been steady and commensurate with the increase in the number of schools. The annual enrolment drives which have been organized in all parts of the State have made no small contribution in creating in the rural public a new educational consciousness.

Corresponding to the steady increase in enrolment and the number of schools, the number of teachers also increased from 7,716 in 1949 to 28,502 in 1961, which gives a teacher-pupil ratio of about 1:31. The training of primary school teachers has progressed alongside the increase in their number. The number of institutions for the training of primary teachers has risen from 15 in 1949-50 to 55 in 1960-61.

Teachers for primary schools are recruited by advertisement, and selection is made by a specially constituted body at the district level. After selection, the candidates are sent for a year's training on a stipendiary basis. An untrained teacher is not absorbed into permanent service. The same procedure is adopted for the recruitment of women teachers for whose training special training schools have been established.

The following scales of pay were formerly in force for the primary teachers: trained matriculates Rs. 60-130, untrained matriculates Rs. 50-80; and trained middle passed 50-75. These different grades have now been eliminated and the revised grade for primary teachers has been kept at Rs. 75-160. The trained matriculate now gets an initial salary of Rs. 91. In addition, the teachers get dearness allowance at the same rates as government servants and are also entitled to pension. These scales of pay and allowances compare very favourably with those obtaining in other states and are in accordance with the recommendations of the Government of India.

There has been a great effort on the part of writers in Rajasthan to produce suitable literature for teachers and children. A number of good books have been published. Some of them have been appreciated even outside the State. All textbooks for primary schools have been nationalized and the results have been satisfactory—the quality of books has improved and the costs have been reduced.

One of the most interesting events in the development of primary education in Rajasthan was the introduction of democratic decentralization on 2 October 1959. Rajasthan was the first State in India to accept the recommendations of the Balwantrai Mehta Committee. In accordance with them Panchayat Samitis have been established in all the blocks and the entire control of primary education has been handed over to them. Care has however been taken to see that the service conditions of primary teachers are not adversely affected. The sub-inspectors of primary schools have now become *ex-officio* members of the block teams and the services of one such officer have been placed at the disposal of each Panchayat Samiti. The Samitis also get grant-in-aid on account of teachers' salaries and allowances on a 100 per cent basis, but for all

other items of expenditure, they are expected to raise matching contributions. It is hoped that this bold experiment will lead to both qualitative and quantitative improvement in primary education.

Primary schools in Rajasthan are either full-fledged basic schools or primary schools oriented to basic pattern. The curriculum followed in all schools is an integrated curriculum, as in other parts of the country. Looking to the general standard of these schools and the standard of education in the middle schools, the present curriculum is considered to be adequate, but from the standpoint of instruction imparted in higher secondary schools today, the curriculum seems inadequate. It is felt that more attention will have to be given to the study of English, mathematics and general science in future.

Most primary schools are provided with fairly satisfactory buildings, playgrounds and school gardens. The policy of the State Government is to reserve or provide sufficient land for the schools, but it is for the local people to provide necessary school buildings for opening new primary schools. The State Education Department and the district development boards used to give aid at 50 per cent basis for the construction of school buildings; but since the introduction of democratic decentralization, it is the Panchayat Samitis that are mainly responsible for the construction of school buildings.

Attempts have been made in some districts to provide midday meals to school children and the experiment has been gradually extended to other parts of the State.

The wastage at the primary stage has been reduced from 55.4 in 1955-56 to 50.8 in 1960-61. Children of the economically backward people have to earn in order to supplement their parents' income and are forced to drop out from school for economic reasons. This wastage is being checked in two ways—by awarding adequate scholarships to such children and also by raising the economic standard of the people through development schemes. The wastage caused by traditional prejudice and conservatism is being prevented through intensive educational propaganda.

Expenditure on primary schools for boys during 1949-50 was Rs. 1,05,49,053 and on primary schools for girls Rs. 9,97,671. This

has since increased to Rs. 2,93,97,898 (2,73,26,007 on schools for boys and Rs. 20,71,891 on schools for girls).

Basic Education

The scheme for the gradual conversion of primary into basic schools was first introduced in the State in 1953-54, when five senior basic and 16 junior basic schools for boys were opened. In 1960-61, there were 46 senior basic schools for boys and nine for girls, and 1,939 junior basic schools for boys and 102 for girls. A total amount of Rs. 9.82 lakhs was spent on senior basic schools for boys and girls during the year 1960-61 and 69.52 lakhs on junior basic schools for boys and girls for the same period. The ratio of enrolment in basic and non-basic schools was approximately one to five in 1960-61. This appears to be small but all non-basic schools of the State have been oriented to the basic pattern. Their curriculum is the same as in basic schools. Moreover, the teachers in the non-basic or oriented schools are also basic-trained. There is therefore no unbridgeable gap between the basic and the non-basic schools of Rajasthan. Funds permitting, all the non-basic schools can be switched over to the basic pattern without any serious difficulty.

Secondary Education

On the eve of the integration of the princely states into the union of Rajasthan, there were only 146 high schools and 530 middle schools for boys and seven high schools and 66 middle schools for girls. Their number has progressively increased during 1947-61. In 1960-61, the number of high and higher secondary schools in Rajasthan was 468 for boys and 69 for girls. There were 1,214 middle and senior basic schools for boys and 202 for girls.

The enrolment of boys at the secondary stage during this period has risen from 67,514 to 2,49,381 (1,79,499 at the middle stage and 69,882 at the high and higher secondary stage) and for girls from 10,642 to 34,593 (27,571 at the middle stage and 7,022 at the high and higher secondary stage). The expenditure on high and higher secondary schools has correspondingly risen from Rs. 44,44,704 for boys' schools and Rs. 4,64,188 for girls' schools in 1949-50 to Rs. 2,17,92,811 for boys' schools and Rs. 29,11,684 for girls' schools in 1960-61. At the middle stage, the increase is from Rs. 25,26,918 for

boys' schools and Rs. 2,73,395 for girls' schools in 1949-50 to Rs. 1,54,40,866 for boys' schools and Rs. 23,58,959 for girls' schools in 1960-61.

In 1949, the number of teachers was 3,021 in high schools and 4,918 in middle schools. It rose to 9,522 in high and higher secondary schools and 13,636 in middle schools in 1960-61. Of these 9,522 teachers in high and higher secondary schools, 8,366 are men and 1,156 are women; of the total of 13,636 teachers in middle schools, 11,375 are men and 2,261 are women. Trained teachers account for 43.7 per cent in high and higher secondary schools and 50.3 per cent in middle and senior basic schools.

The average annual cost per pupil is Rs. 124.2 for high and higher secondary schools and Rs. 56.3 for middle and senior basic schools.

The State Government has revised the salary scales and improved the service conditions of teachers in the light of the recommendations of the Pay Commission. The pay scales now obtaining in Rajasthan compare favourably with those in other parts of the country.

Secondary education in Rajasthan has progressed both quantitatively and qualitatively. Increase in the number of higher secondary and multipurpose schools within the short period of five years (1955-60) augurs well for the progress of education in the State. In 1960-61, the number of higher secondary and multipurpose schools was 304 while that of the high schools was 233 only. The policy of the State is gradually to convert middle and high schools into higher secondary schools and in doing so to give preference to schools located in rural areas.

Textbooks for high and higher secondary schools are selected and approved by the Rajasthan Board of Secondary Education through a special committee of educationists. Some textbooks are also published by the Board.

Examinations at the end of the school stage are conducted by the Board of Higher Secondary Education, Rajasthan. The system of examination has remained almost unchanged during the period under review. The traditional essay type of examination still dominates, although slight variations in the type and number of questions have been introduced in recent years.

In view of the importance of guidance at the secondary stage, the State Government has set up a bureau of educational and vocational guidance at Bikaner. Owing to the short supply of trained personnel for field work, the bureau's programmes have been confined to a limited number of schools and for students of classes VIII and X only. The results of this experiment are being watched with interest.

Extension services centres have been established at Bikaner and Udaipur, and are attached to the teacher training colleges at these places. Special conveyance facilities have been provided to both the training colleges in order to enable them to assist schools within a radius of 50 miles. Teachers from schools within this area are invited to give demonstration lessons and participate in various educational activities calculated to develop a better understanding of the recent trends in education. The gains accruing from the extension services have been very substantial indeed.

Although there has been considerable overall expansion in the education of girls in the State, the position of their enrolment in the middle and secondary stages has not been very satisfactory. Social conservatism and early marriages are to some extent responsible for this. The old conditions are gradually changing and parents are now taking a keener interest in the education of girls. One of the main difficulties that impedes progress in this sector is paucity of women teachers, especially for the rural schools.

Education in the new higher secondary and multipurpose schools has a two-fold object—it is both terminal and preparatory for higher education. However, the policy of preventing unsuitable students from proceeding further for higher education seems to have failed. Most of the students coming out from the higher secondary schools continue to prefer to go in for college education as before.

At first, people were somewhat hostile to higher secondary education, but with the increase in the number of such schools, this attitude is changing and is becoming more favourable. Although there is not much difficulty in training teachers for these schools, some difficulty is still experienced in recruiting teachers of subjects like science, English, domestic science, music and crafts. The supply

of equipment, stores, furniture and teaching aids to the high and higher secondary schools has not so far presented any serious difficulty.

University Education

The University of Rajasthan was established in 1947 and continues to be the sole university in the State. A Board of Secondary Education has however been in existence since 1957. The number of colleges for general, professional and special education has increased substantially in the last few years. In 1960-61, Rajasthan had 50 degree colleges (40 for boys and 10 for girls) and six intermediate colleges (five for boys and one for girls), two agricultural colleges, four training colleges, two medical colleges, seven ayurvedic colleges, one college of physical education, one veterinary college, three commerce colleges, two engineering colleges, 15 Sanskrit colleges, one rural institute, one college for social education and one music college. The number of graduates per lakh of population was estimated to be 12 at the end of the Second Plan as against nine at the end of the First Plan.

In 1949-50, the number of scholars in the university teaching department was 26 (all boys), for general education 14,216 (12,282 boys and 1,934 girls), for professional education 1,118 (1,102 boys and 16 girls) and for special education 687. In 1960-61, the enrolment in the university teaching department was 727 (623 boys and 104 girls), for general education 29,304 (24,784 boys and 4,520 girls), for professional education 5,711 (5,432 boys and 279 girls), and for special education 2,125 (2,032 boys and 93 girls). It will thus be seen that the progress of education at the university stage has been very rapid in the post-independence period.

The increase in the number of teachers during this period has also been very great. The number of teachers at the university teaching department has risen from five to 45 ; in the colleges for general education from 70 to 1,787 ; in the colleges for professional education from 47 to 620 and in the colleges for special education from 82 to 225.

The expenditure figures also show a proportionate increase from Rs. 6,02,809 to Rs. 19,94,278 in the university teaching department ; from Rs. 33,92,532 to Rs. 1,06,96,884 in the colleges for general

education ; from Rs. 4,82,686 to Rs. 59,02,325 in the professional colleges, and from Rs. 1,58,262 to Rs. 6,67,420 in the special colleges.

The three-year degree course has been adopted by the university. New departments for subjects like sociology, geography, philosophy, drawing and painting, science, history and Sanskrit were opened in some colleges. These reforms have also led to an increase in the strength of the teaching staff. One hundred and forty-one new posts were sanctioned in 1959-60 and 40 more in 1960-61.

The expansion of education at the collegiate level has created new problems in its wake. It is now a serious concern for the Department to provide proper checks on admissions to colleges so that only deserving candidates are admitted. The State Government has already imposed certain restrictions on admissions with a view to checking deterioration in academic standards. It is now incumbent on a student to secure at least 45 per cent marks for admission to the science faculty and at least 40 per cent marks for admission to the faculties of arts and commerce. For better administration of collegiate institutions, a separate Collegiate Directorate was created in 1949 and placed under a Director of College Education in 1959. The standard of laboratories and libraries in colleges is, on the whole, satisfactory. Attention is also being given to the improvement of examination results at this stage. Other steps taken to improve collegiate education include the introduction of tutorials in English in the first year of the three-year degree course and in the pre-university classes, and the improvement in the pay scales of university teachers.

While it is rather early to evaluate the results of the three-year degree course as a whole, the courses in general education that have been introduced in this scheme are found to be very heavy. The planning of these courses has left much to be desired. Another difficulty is that, while no single teacher can possibly be expected to teach the entire course, it has not been possible to distribute it successfully over a group of teachers.

Technical Education

A Directorate of Technical Education was created in 1957 to deal with technical education below the collegiate level.

Rajasthan has two engineering colleges—a government college at Jodhpur and a private college at Pilani. For diploma courses in engineering, there were five polytechnics at Jodhpur, Ajmer, Udaipur, Kotah, Alwar, with a total intake of 790—40 for mining, 300 for civil engineering, 210 for electrical engineering, 210 for mechanical engineering and 30 for draftsmanship. In addition to these institutions, there are six industrial centres at Jaipur, Ajmer, Bikaner, Kotah, Jodhpur and Udaipur with a total intake of 600. The total output of technical personnel in Rajasthan is about 150 engineers with degrees in engineering and about 1,400 engineers with diplomas or certificates. The output seems to be sufficient for the present to meet the personnel requirements of the State.

Girls' Education

In 1949-50, there were six colleges for general education, ten high schools, 77 middle schools, 412 primary schools, three schools for professional education and 18 schools for special education exclusively meant for girls. In 1960-61, there were one post-graduate college, nine degree colleges, one intermediate college, one college for special education, 26 higher secondary schools, 43 high schools, 9 senior basic schools, 193 middle schools, 102 junior basic schools, 512 primary schools, 6 nursery schools, 4 STC schools, and 210 schools for special education (including adult centres). The all-round progress of girls' education during the post-independence period has been remarkable.

In 1949-50, the number of girl students was 2 in the university, 1,934 in colleges for general education, 4,576 in high schools, 14,770 in middle schools, 38,599 in primary schools, 123 in schools for professional education and 261 in schools for special education. The enrolment increased tremendously in the wake of independence and the number of girl students in 1960-61 was 71 in the university, 4,520 in colleges for general education, 279 in colleges for professional education, 93 in colleges for special education, 11,286 in higher secondary schools, 13,298 in high schools, 66,548 in middle schools, 3,858 in senior basic schools, 32,834 in junior basic schools, 1,22,149 in primary schools, 519 in nursery schools, 551 in schools for professional education and 7,717 in schools for special education. The total enrolment thus rose from 60,281 in 1949-50 to 2,63,723 in

1960-61 registering an increase of nearly 437 per cent. The total direct expenditure for girls' institutions also rose to Rs. 93,05,766 in 1961 as against Rs. 21,24,181 in 1949. The number of women teachers in 1949 was very small, but it rose to 3,137 in 1956 and to 6,732 in 1961. The State Government has instituted a number of scholarships for girls so that no deserving student need discontinue her education on financial grounds.

In order to expand the education for girls, a special administrative machinery has been created. This consists of a deputy director of women's education with headquarters at Bikaner and one assistant director (women) at Jaipur and seven deputy inspectresses of girls' schools—two at Jaipur and one each at Kotah, Ajmer, Udaipur, Jodhpur and Bikaner. The main difficulty in the way of expansion of educational facilities for girls is the shortage of women teachers. To solve this to some extent, the State Government has lowered the minimum qualification for the recruitment of women teachers for rural schools to a pass in the middle school examination or in recognized Hindi examinations of equivalent standard.

Teaching of Science

The study of science has been introduced into a large number of schools. Special grants have been given to government and private institutions for the purchase of laboratory equipment. The problems that confront the State in the improvement and extension of the teaching of science are mainly two: (1) shortage of qualified science teachers; and (2) inadequate supply of scientific materials and equipment.

Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes

The total number of students belonging to scheduled castes, scheduled tribes and other backward communities in 1960-61 was 2,80,053 (2,58,775 boys and 21,278 girls) out of whom 1,972 students lived in approved hostels. The amount spent on scholarships for these classes was Rs. 9,87,042 during 1960-61.

The present State policy is to discourage separate schools for the backward classes. However, as these people live in isolated

groups, most of the schools where they receive education are not attended by children of other classes. Students of these classes do not generally go in for higher education, mainly because they wish to start earning as early as possible and find jobs easily under the government. The State Government has therefore instituted a number of scholarships for higher education for all deserving students belonging to the backward classes.

Nothing has been done so far to develop the tribal dialects and the present policy is to educate tribal children through the medium of Hindi.

Pre-primary Education

The main work in the field of pre-primary education is being done by private enterprise which the State assists liberally. The enrolment in private pre-primary schools was 765 in 1960-61 with a total staff of 25 teachers. The direct effort of the State in this field was first made in 1955-56 when two schools for boys and one school for girls were started. The number of pre-primary schools for boys has since increased to nine and that for girls to six. On the whole, the progress in this sector has been very slow.

Education of the Handicapped

There are two institutions in Rajasthan, one at Jaipur and the other at Ajmer, for the education of the blind, deaf and dumb. The enrolment at these institutions was only 31 in 1950-51; it has since risen to 113 in 1960-61. The total strength of the staff of these two institutions is 15. The staff is fully trained. The curriculum of the schools includes some useful crafts and their total annual expenditure is Rs. 80,301 at present as against Rs. 10,000 ten years ago.

Development of Hindi

Rajasthan is a Hindi-speaking State and Hindi has been adopted as the language of administration. At present all office work up to the district level is done in Hindi. All employees aspiring to permanent service are required to pass the high school or equivalent examinations in Hindi. Efforts are also being made to translate

manuals of office procedure and other literature on administration into Hindi.

There is a sizable voluntary effort in the State directed towards the propagation of Hindi. The Nagri Pracharini Sabha at Bikaner, the Sahitya Sadavrata at Jaipur, the Kurrungam Sahitya Parishad at Jodhpur, the Bharathendra Samiti at Kotah, the Banger Sahitya Parishad at Dungarpur, the Vidyapith and Lok Kala Mandir at Udaipur, are some of the private institutions devoted to the spread and development of Hindi. The State gives liberal financial assistance to these organizations.

The medium of instruction up to the secondary stage is Hindi, but Sindhi students who speak English or Sindhi, have the option to write their answers in their mother tongue. At the university stage, both Hindi and English are used as media. The practice differs from college to college and from subject to subject. About 90 per cent of the students write their answers in Hindi in most of the subjects. About 50 per cent of the examinees take up Hindi in their college examinations.

The number of the non-Hindi-speaking people in Rajasthan is very small ; even so, the facilities available to children of linguistic minorities to be instructed in their own mother tongue up to middle stage are reasonably adequate.

Propagation of Sanskrit

Soon after integration, the post of an inspector of schools for Sanskrit Pathashalas was created. The grants-in-aid to Sanskrit institutions were also liberalized. Consequently, the number and status of the Sanskrit institutions has grown from year to year and in 1961 there were as many as 15 colleges and 100 schools with 11,169 students.

The Government of Rajasthan appointed an advisory committee for the advancement of Sanskrit in the State and on the recommendation of this committee, a separate directorate of Sanskrit education was created in 1958. A new department of oriental studies has recently been opened in the University of Rajasthan and liberal grants have also been given to the Sanskrit libraries. Sanskrit examinations like the Praveshika, Madhyama or Upadhyaya, Shastri and Acharya have been equated respectively to

matriculation, intermediate, B.A. and M.A. examinations. The doors of government service have thus been opened to Sanskrit scholars as well.

The State has given financial assistance to the All-India Sanskrit Sammelan and the Rajasthan Sanskrit Sammelan. It has also adopted a scheme for granting pension and special rewards to Sanskrit scholars.

Social Education

A scheme of social education was first launched in the State in 1949. It emphasized the eradication of illiteracy, although health and civic education formed part of the course. In 1955, the scheme was reorganized to include literacy work, Shramdan, cultural activities, celebration of festivals and fairs, and training camps for social education workers and village leaders.

In the original scheme of 1949, an adult education section was created in the Education Department and placed under the charge of an adult education officer who was assisted by two deputies. There were seven social education guides, one in each inspectorate, and under them they had 15 organizers. Later, three special social education organizers were also appointed. The post of a deputy director of social education was created and he was put in charge of the entire social education programmes. Later, the posts of adult education officer, social education guides and social education organizers were abolished; posts of district social education officers were newly created; and the social education organizers in the community development or national extension service blocks were made the main agencies for the development of social education.

During the First Plan, the number of adult literacy centres rose from 190 with a total enrolment of 10,395 to 245 with a total enrolment of 15,240. During the same period, the number of urban social education centres rose from 89 with a total enrolment of 2,239 to 172 with a total enrolment of 9,667. During the Second Plan, social education programmes were expanded still further. The total number of literacy centres in 1961 was 3,936 and total number of adults made literate was 70,738 during the year. Seven hundred and eighty-four reading rooms and 932 community centres have also

been functioning. The Purohit Pranali for adult literacy was introduced on an experimental basis in some villages. The results obtained were very encouraging.

There are five divisional libraries, 25 district libraries, seven tehsil libraries and 16 reading rooms in the State. Other institutions for social education include 1,044 Mahila Mandals with a membership of 13,597 and 905 youth clubs with a membership of 29,820. A youth hostel has been established at Mount Abu. Seven hundred and forty-one training camps for village leaders were organized and 41,929 leaders were trained. The State maintains a library for films and filmstrips and six mobile cinema vans organize shows in educational institutions. Three hundred and forty-three radio sets have so far been installed in schools. Health fortnights, baby shows, mass cleanliness campaigns, house decorating drives, soak-pit digging campaigns, etc., are also organized in the villages as part of this programme.

The total expenditure on social education (including libraries) during the year 1960-61 came to Rs. 8.28 lakhs.

Physical Education

There is one physical training college in the State which provides for a diploma course and a certificate course in physical education. No tuition fee is charged to the students who fill up the bond to serve at least for three years. They are also paid stipends of Rs. 30 per mensem each for the diploma course and Rs. 20 per mensem each for the certificate course. The minimum qualification for admission to the diploma course is a bachelor's degree while matriculates are admitted to the certificate course.

The entire system of imparting physical education is being reorganized at present, bearing in view the broad outlines laid down by the State Advisory Board of Physical Education and Recreation.

Scouting, NCC and ACC

The number of scouts and guides is on the increase. At present, Rajasthan has 6 divisional and 79 local associations. Camps are regularly held at state, divisional and district levels.

The senior division of NCC has 60 officers and 3,409 cadets; the junior division has 160 officers and 5,652 cadets and the girls' division has 52 officers and 2,340 cadets.

ACC is also in vogue in the schools. There are 1,700 officers and 1,02,000 cadets at present.

Games and Sports

There is an Advisory Board of Physical Education and Recreation in the State and there are 2 deputy inspectors of schools (physical education) to look after games and sports. Games, tournaments and athletic meets are conducted every year at district, divisional and state levels. Special efforts are made to see that talent is discovered, encouraged and specially rewarded. A major problem relating to games and sports is the non-availability of playgrounds, especially in urban areas, where enrolment is increasing by leaps and bounds. The State Government has decided to reserve land, wherever possible, for this purpose.

School Health Service

In some schools part-time doctors have been appointed to carry out the periodic medical examination of students and to attend upon them for minor ailments. The hospital authorities give all possible assistance to educational institutions for this purpose.

Scholarships

In addition to scholarships for the backward classes, scholarships are given to deserving and meritorious students, displaced persons and children of ex-service men and military personnel who died in active service. Assistance for purchase of books, stationery and other materials is also given to needy students. In 1961, the total value of scholarship awards came to Rs. 29,39,170 and these were given to 33,607 boys and 2,833 girls. In addition, freeships and other financial concessions amounting to Rs. 10,59,897 were given to 26,597 boys and 1,817 girls.

Audio-visual Education

A scheme of audio-visual education had been adopted in the erstwhile State of Ajmer in 1952-53. After the merger of Ajmer

with Rajasthan on 1 November 1956, this scheme was extended to the State as a whole. A Board for Audio-visual Education was established in 1958.

The Audio-visual Education Officer, Rajasthan (in the grade of Rs. 285-540) is in charge of the audio-visual section. A film library has now been built up and is growing very rapidly. The section organizes training courses in the handling, operation and minor repairs of audio-visual aids from time to time.

Education Department

The Department of Education consists of two sections—the college section and the primary and secondary education section. Each section is managed and controlled by a separate director with a separate establishment. The Director of Education (colleges) has his headquarters at Jaipur and is assisted by a deputy director of education who controls the office and also inspects colleges under instructions from the Director. The Director of Primary and Secondary Education has his headquarters at Bikaner and is assisted by five deputy directors at the headquarters and three deputy directors in the five divisions, besides one deputy director of vocational guidance and one deputy director for nationalized textbooks stationed at Jaipur. Under the three deputy directors in the divisions, there are 20 district inspectors of schools. Until recently, there was a cadre of sub-deputy inspectors who used to help the deputy inspectors in the administration and supervision of primary schools. With the introduction of democratic decentralization, the sub-deputy inspectors have been transferred to the Panchayat Samitis, except in urban areas where primary education is still under the direct control of the Department.

The total expenditure on inspection and direction in 1960-61 was Rs. 1,31,41,022 which works out at 2.5 per cent of the total expenditure on education.

Outlook in the Third Plan

It will be seen from the foregoing review that education in Rajasthan has made great progress, qualitatively and quantitatively since 1947, especially in the First and Second Plans. During the First Plan, the total expenditure on educational development was

Rs. 409.54 lakhs. In the Second Plan, it rose to Rs. 1,272 lakhs. In 1960-61, the total educational budget was Rs. 9,87,31,000 which works out at 21.5 per cent of the total State budget of Rs. 45,79,22,000 as against an educational provision of 17 per cent only in 1955-56.

At the end of the Second Plan, there were 1,4,548 primary schools (in addition to 1,125 primary sections in the middle schools) providing educational facilities to 11.15 lakhs of children (8.99 lakh boys and 2.16 lakh girls) in the age-group 6-11. This means an increase of 6,365 schools and 6,13,638 children during the Second Plan, and an increase in the percentage of enrolment from 21.1 in 1955-56 to 44.3 in 1960-61.

As a result of the upgrading of middle schools and the conversion of high into higher secondary schools, 7.1 per cent children in the age-group 14-17 were attending school at the end of the Second Plan, as against 3.8 per cent at the end of the First Plan. The objectives for the Third Plan are: (1) to remove the disparity between the number of boys and of girls (12.3 per cent boys and 1.4 per cent girls in 1960-61) by providing greater facilities for girls' education and (2) to strengthen and develop science courses.

In university education, the emphasis will be on the training of personnel for the development of industry and technology, the preparation of qualified teachers, the training of personnel for administration and business enterprise, and the establishment of research, survey and statistical facilities. In order to ensure equality of opportunity, a liberal provision of scholarships and study loans in India and abroad has been made. It is proposed to improve library and laboratory facilities in the colleges and to open new colleges in the headquarter towns of the districts where they do not exist at present. A new university is proposed to be established at Jodhpur and an agricultural university at Udaipur.

Schemes costing Rs. 80.05 lakhs have been proposed for other educational programmes, which include provision of Rs. 37.41 lakhs for NCC and ACC, Rs. 13.52 lakhs for social education, Rs. 3.85 lakhs for scouting and guiding, Rs. 10 lakhs for Rajasthan Sports Council, Rs. 2.32 lakhs for Physical Education College, Rs. 2.93 lakhs for development of archives, Rs. 0.75 lakhs for Sanskrit education,

Rs. 1 lakh for education of the handicapped and Rs. 8.27 lakhs for strengthening of administrative set-up.

The total financial outlay (revised) in the Third Plan is expected to be Rs. 2,000 lakhs—Rs. 926.97 lakhs for elementary education, Rs. 405.13 lakhs for secondary education, Rs. 385.02 lakhs for university education, Rs. 111.38 lakhs for other educational schemes, and Rs. 221.50 lakhs for technical education.

EDUCATIONAL STATISTICS OF RAJASTHAN

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities	1	..	1	..
Boards of education	1	..	2	..
Colleges for general education				
Degree standard .. ..	..	..	50	10
Intermediate standard	52	8	6	1
Colleges for professional and technical education				
Agriculture and forestry	2	..	2	..
Commerce .. ..	..	..	3	..
Engineering and technology	2	..	2	..
Medicine	5	..	9	..
Teacher training				
Basic	2	..	4	..
Non-basic	1	..	..	..
Veterinary science .. ..	..	..	..	..
Others .. ..	..	..	1	..
Colleges for special education	1	..	1	..
Schools for general education				
Higher secondary schools				
High schools	273	19	304	26
Middle schools				
Basic .. ..	..	..	..	9
Non-basic	14	..	55	..
Primary schools	892	140	1,361	193
Basic .. ..	..	..	..	..
Non-basic	604	33	2,041	102
	7,579	551	12,507	512

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools ..	3	1	15	6
Schools for vocational and technical education				
Agriculture and forestry ..	1	..	..	..
Arts and crafts ..	2	..	2	..
Engineering ..	..	..	5	..
Teacher training	13	2	55	4
Technology and industrial ..	3	..	6	..
Schools for special education				
For the handicapped }			2	..
Social (adult) education }	1,378	209	3,936	209
Others			106	1
TOTAL ..	10,846	964	20,727	1,117

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities ..	598	8	707	71
Arts and science colleges ..	31,181	3,960	29,304	4,520
Professional and technical colleges ..	2,289	116	5,711	279
Special education colleges ..	2,060	55	2,125	93
Higher secondary schools }		1,391	1,02,759	11,286
High schools }	1,03,456	7,594	96,172	13,298
Middle schools				
Basic ..	2,986	86	12,512	3,858
Non-basic ..	1,70,781	37,989	3,03,863	66,548

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Primary schools				
Basic	35,858	5,665	1,98,163	32,834
Non-basic	3,60,141	57,820	6,83,484	1,22,149
Pre-primary schools	222	81	1,323	519
Schools for vocational and technical education	1,595	162	8,503	551
Schools for special education	34,357	5,495	80,731	7,717
B. By stages/subjects				
General education (university standard)				
Research	54	5	25	..
M.A. and M.Sc.	1,030	156	2,004	446
B.A. and B.Sc. (Pass and Hons.)	3,572	498	9,071	1,850
Intermediate (arts and science)	9,111	1,192	8,586	1,402
Professional education (university standard)				
Agriculture and forestry	149	..	859	1
Commerce	4,684	3	6,636	5
Engineering and technology	541	..	1,551	..
Law	1,061	4	725	13
Medicine	893	91	1,494	207
Teacher training .. ..	..	..	..	..
Basic	239	15	503	62
Non-basic	72	10	..	..
Veterinary science .. ..	..	..	..	..
Other subjects	128	1	26	..
Special education (university standard)	570	18	381	19

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
General education (school standard)				
High and higher secondary	39,708	2,896	76,904	7,022
Middle	1,07,266	11,405	2,07,070	27,571
Primary	5,36,362	97,525	11,14,502	2,15,460
Pre-primary	2,262	686	3,347	1,301
Vocational education (school standard)				
Agriculture and forestry ..	90	..	..	..
Arts and crafts ..	108	..	117	4
Commerce .. ..	..	..	122	..
Engineering	203	..	900	..
Medicine .. ..	..	..	146	11
Teacher training	1,177	162	6,578	547
Technical and industrial ..	294	..	1,028	..
Other subjects ..	103	..	96	6
Special education (school standard)				
For the handicapped			113	7
Social (adult) education }	35,847	5,532	70,738	6,053
Other subjects			11,571	1,736
TOTAL	7,45,524	1,20,299	15,25,357	2,63,723

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institu-	Total	On institu-
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central	54,78,839	4,63,977	55,81,408	1,49,876
State	3,68,41,206	40,74,144	10,18,00,394	86,05,851

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
District board funds ..	9,58,890	2,788	2,54,294	..
Municipal board funds ..	77,872	425	1,48,728	26,074
Fees	46,77,582	2,69,320	1,13,90,007	8,96,119
Other sources ..	41,69,858	5,00,518	76,15,526	10,21,039
B. By type of institutions				
Direct expenditure on				
Universities ..	9,97,612	..	19,94,278	..
Boards	5,05,278	..	17,64,298	..
Arts and science colleges	66,42,380	6,45,904	1,06,96,884	15,90,509
Colleges for professional and technical education ..	17,69,522	..	59,02,325	..
Colleges for special education ..	3,43,718	5,207	6,67,420	8,457
High and higher sec- ondary schools ..	1,01,03,711	8,56,831	2,47,04,495	29,11,684
Middle schools				
Basic ..	1,58,248	..	9,83,026	1,00,424
Non-basic ..	87,83,867	14,92,840	1,68,16,799	22,58,535
Primary schools				
Basic ..	21,80,728	1,71,556	69,52,378	4,16,293
Non-basic ..	1,08,97,473	15,19,642	2,24,45,520	16,55,598
Pre-primary schools ..	36,937	1,375	1,39,238	31,426
Vocational and technical schools ..	8,73,774	37,655	48,96,926	2,25,930
Special education schools	9,57,750	82,341	15,06,263	1,06,910
TOTAL (Direct) ..	4,42,50,998	48,13,351	9,94,69,850	93,05,766
Indirect expenditure on				
Direction and inspection	17,93,280	56,529	31,41,022	1,71,213

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
Buildings ..	37,68,717	3,91,126	1,38,32,621	7,97,938
Scholarships and other financial concessions ..	8,72,754	26,457	30,72,457	1,22,543
Hostels	2,23,210	7,500	4,52,930	14,100
Other miscellaneous items	12,95,288	16,209	68,21,477	2,87,399
TOTAL (Indirect) ..	79,53,249	4,97,821	2,73,20,507	13,93,193
GRAND TOTAL ..	5,22,04,247	53,11,172	12,67,90,357	1,06,98,959

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	1,744	196	2,677	283
High and higher secondary schools ..	4,461	150	9,522	1,156
Middle schools	8,479	1,357	13,636	2,261
Primary schools	14,733	1,625	28,502	2,912
Pre-primary schools	11	11	64	58
Vocational and technical schools ..	200	22	784	24
Special schools	543	17	669	38

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc.	N.A.	N.A.	1,257	297
B.A. and B.Sc. (Pass and Hons.) ..	N.A.	N.A.	2,890	541
Professional (degree and equivalent diploma)	N.A.	N.A.	2,077	77
Matriculation and equivalent examinations	N.A.	N.A.	23,840	2,497

N.A.—Not available

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	1	..	4	1
High and higher secondary schools	51	1	183	3
Middle schools	576	28	1,033	30
Primary and pre-primary schools	6,943	360	13,065	402
Vocational and special schools ..	1,011	127	3,983	210
TOTAL	8,582	516	18,268	646

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	6,906	5	9,034	65
High and higher secondary schools	29,612	422	53,457	1,382
Middle schools	97,664	8,832	2,00,145	19,153
Primary and pre-primary schools	2,82,661	31,552	6,71,117	96,027
Vocational and special schools ..	14,742	1,364	76,495	6,280
TOTAL	4,31,585	42,175	10,10,248	1,22,907

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V ..	5,36,362	97,525	11,14,502	2,15,460
VI-VIII	1,07,266	11,405	2,07,070	27,571
IX-XI	39,708	2,996	76,904	7,022

IX—Some Selected Averages and Percentages

Item			1955-56	1960-61
Cost per capita on education (in rupees)	..	..	2.7	6.3
Cost per pupil (in rupees)				
High and higher secondary schools	..	..	95.6	124.2
Middle schools	..	..	51.5	56.3
Primary schools	..	..	33.0	33.3
Number of pupils per teacher in				
High and higher secondary schools	..	..	23	21
Middle schools	..	..	20	23
Primary schools	..	..	27	31
Percentage of trained teachers in				
High and higher secondary schools	..	..	39.5	43.7
Middle schools	..	..	40.5	50.3
Primary schools	..	..	40.0	50.8

CHAPTER 18

Uttar Pradesh

General

Uttar Pradesh, the State with the largest population in India, has an area of 113,454 square miles. According to the census figures of 1961, the total population of the State was 73,752,914 of which 9,476,118 (13 per cent) lived in the urban and 64,276,796 (87 per cent) in the rural areas. There are 111,722 villages, 257,468 hamlets and 486 towns in the State. Sixteen towns have a population of over one lakh. The State represents 18 per cent of the total population of the country, but occupies only nine per cent of its area. The density of population is 650 persons per square mile.

The climate of Uttar Pradesh is essentially monsoonal with a long dry season and extremes of temperature. The rainfall averages below 40 inches in the eastern plains, the mountains in the north getting more than the average. Fluctuations in the time and amount of rainfall are common and result in drought in some years and in devastating floods in others.

The distribution of population according to religions reveals that Hindus form the majority, with Muslims, Jains, Christians and others following in that order. The scheduled castes numbering 11,479,102 form 18.02 per cent of the total population (1951 census). They are economically and socially very backward. Untouchability has lost much of its former acuteness but its complete eradication is yet to be achieved. Child-marriage and Purdah are fast disappearing. Prejudice against girls' education, especially against education in mixed schools, is gradually dying out. The rigidity of the caste system has slackened considerably in modern times although denominational institutions are still quite common.

The State has a rich cultural heritage. As the birth place of Rama and Krishna, the great heroes of the two most popular Hindu epics, and also of the Buddha, the founder of one of the greatest religions of the world, Uttar Pradesh has many places of pilgrimage

such as Ayodhya, Hardwar, Mathura, Badrinath (the seat of one of the four Maths founded by Shankaracharya), Varanasi, Sarnath and Prayag which are held in reverence by millions of people. The State is also fortunate in having at Agra, the peerless architectural gem, the Taj. Other famous monuments of the Moghul period include the abandoned city of Fathehpur and Akbar's forts at Allahabad and Agra. The Ghats on the banks of the Ganges at Varanasi have a charm of their own. The State is well known for the exquisite embroidery and zari work of Lucknow and Varanasi.

The pace of industrialization in the State has been slow. About 74.2 per cent of the people still depend upon agriculture. Of others 8.4 per cent are engaged in production of one kind or another, five per cent in commerce, 1.4 per cent in transport and 11 per cent in other services. The per capita income is below the national average. The pressure of population on land is great and is almost twice the average for the country as a whole.

Educationally, the State is divided into 54 districts. The educational districts coincide with revenue districts. For better supervision, inspection and control of educational institutions for boys, the districts are grouped into eight regions. For purposes of girls' education, the State is divided into regions which are co-terminous with those for boys' except that Kumaon and Bareilly together constitute one region for girls' education.

The local bodies (corporations, municipalities and Antarim Zila Parishads) are charged with the responsibility of administering primary and junior high school education in the urban and rural areas. The supervisory staff in each Antarim Zila Parishad is provided by the Department of Education. It consists of a deputy inspector of schools and a number of sub-deputy inspectors of schools. Besides, there are deputy/assistant inspectresses of girls' schools to look after girls' education. The corporations and municipalities have their own education superintendents. These officers are subordinate to the presidents of the local bodies. Under the existing Municipal and Antarim Zila Parishad Acts the local bodies have full powers to administer, develop and encourage primary education within their respective areas. As regards educational finance, the local bodies have to make provision out of their existing appropriations; they have no authority to levy an educational cess. They

are however assisted by the Education Department by means of liberal grants-in-aid every year. These take the shape of contract grants towards the expenditure incurred by the local bodies on education, recurring grants for school libraries, maintenance grants for specific purposes and grants for purposes such as introduction of subjects like woodcraft, agriculture, general science, etc., and purchase of raw materials for craft subjects.

Hindi is the State language and facilities exist for the study of regional and foreign languages also. At the primary stage, instruction is given through the child's mother tongue, which in most cases is Hindi. It is also given through Urdu where the number of children whose mother tongue is Urdu is large enough for the purpose.

Development of Education before 1947

Known variously through the ages as Antarvedi, Madhvadesha, north-western provinces and the united provinces of Agra and Oudh, Uttar Pradesh has a more or less continuous tradition of teaching and learning. Varanasi, Prayag, Kanauj and Mathura have been renowned places of Sanskrit learning for centuries past. Famous centres of Persian and Arabic education like Deoband and Jaunpur flourished in the Middle Ages and have maintained their reputation to this day. Nor was elementary education neglected. The Pathashala and the Maktab served the common man and taught him the rudiments of reading, writing and arithmetic. These institutions, which flourished under the patronage of the local communities, continued well into the nineteenth century until they were gradually supplanted and their place taken up by the modern schools.

Modern education in Uttar Pradesh may be said to have begun in 1818 when the first English school was opened in Varanasi. Other institutions of modern education soon followed; the Agra College that became an important nucleus of the Agra University came into existence in 1824; the Engineering College at Roorkee in 1847; and the St. John's College at Agra in 1852. All these colleges were affiliated to the Calcutta University when it started functioning in 1857. The demand for English education which had been increasing steadily gained further encouragement from the Report of the Hunter

Commission (1883). Not only were new colleges started at Lucknow, Allahabad, Kanpur, Varanasi and Aligarh, a university was also established at Allahabad in 1887. In 1902, this university had 32 affiliated colleges which included three in Rajputana, two in Central India and one in the Central Provinces.

During the same period, primary education also made some headway. Uttar Pradesh was the first State to levy a cess for primary education and to establish a network of primary schools, called the Halkabandi schools, under the lead given by its Lieutenant Governor, Thompson. But these and other new schools that came to be established could hardly make up for the loss of indigenous schools which had virtually disappeared by the end of the nineteenth century. In the meantime and as recommended by the Hunter Commission the control of primary education was transferred to the local bodies. This helped the progress of primary education. The Government of India Resolution of 1904 gave a further fillip by emphasizing the need to expand facilities for primary education. A Primary Education Act under which education could be made compulsory in municipalities for boys and girls was passed in 1919. However, in spite of these measures, the rate at which primary education progressed continued to be rather slow till 1921.

With the introduction of diarchy in 1921, education became a transferred subject. The noted liberal leader and journalist, the late Shri C. Y. Chintamani, became the first Minister for Education. The District Board Primary Education Act permitting the introduction of compulsion in rural areas was passed in 1926. Between 1922 and 1937, 36 municipalities and 25 rural areas found it possible to introduce compulsory education. This period saw even more important changes in the organization of secondary and university education. Acting upon one of the most important recommendations of the Sadler Commission, a board of high school and intermediate education was set up under the relevant Act, passed in 1921. The board was assigned the task of conducting public examinations at the end of the high school and intermediate stages. Intermediate education thus came to be regarded as part of school education, at best preparatory to but by no means part of university education. Meanwhile, four new universities came into existence—the Banaras Hindu University (1916), the Aligarh Muslim University (1920), the

Lucknow University (1920) and the Agra University (1927). It should be stated that only the provincial universities—Allahabad, Lucknow and Agra—were affected by the organizational changes indicated above; the other two, Aligarh and Banaras, remained unaffected as they were under central control.

With the advent of provincial autonomy and popular Ministries in 1937, education in the State experienced a new life. Under the guidance of Dr. Sampurnanand, the then Education Minister, a number of new schemes were taken up and it was planned to introduce important changes in all important spheres of education. Unfortunately, the resignation of the Congress Ministry in 1939 brought matters to a standstill and it was not until 1947 that educational planning could be resumed seriously on a scale commensurate with the needs of the State.

Primary Education

Primary education in the State covers a period of five years and is administered by local bodies, both in rural and urban areas. About 12,000 new schools were opened between 1947 and 1951 in an attempt to provide primary education facilities to every child within a radius of one-and-a-half miles. As a result, the total enrolment of primary schools during this period increased from 15.76 lakhs to 27.27 lakhs, the percentage of children enrolled to total school-going population increasing from 22.6 to 35.7. Unfortunately, this tempo of expansion could not be maintained during the First Plan due to financial stringency.

Efforts to expand primary education were resumed in the Second Plan. An educational survey of the State was carried out and an intensive effort was made to increase enrolment. In 1961, there were about 41 lakh children in primary classes as against 28 lakh in 1956.

The textbooks at the primary stage have been nationalized. Textbooks in Hindi and arithmetic for classes I to V have been produced. A very close scrutiny of the syllabus for primary stage has been undertaken side by side. A revised syllabus is likely to be introduced very soon. A comprehensive handbook for teachers in two volumes has also been prepared.

The State Government continues to be concerned about the low

salary scales of primary teachers although it has tried to improve them from time to time. The present scales are:

Headmaster	Rs. 51-66 per mensem
Assistant Master (trained)	Rs. 41-56 per mensem
Assistant Teacher (untrained)	Rs. 36 per mensem (exclusive of dearness allowance of Rs. 19 up to Rs. 50 and of Rs. 17 above Rs. 50).

The total allocation for primary education has steadily increased. In 1946-47, this was Rs. 121 lakhs. The figures rose to Rs. 332 lakhs in 1950-51, to Rs. 425 lakhs in 1955-56 and to Rs. 569 lakhs in 1960-61.

The number of primary teachers increased from 44,468 in 1948 to 99,054 in 1961. The pupil-teacher ratio, which stood at 35:1 in 1955-56 has since gone up to 40:1. The minimum qualification for a primary school teacher is the junior high school examination certificate. A candidate desiring appointment as a primary school teacher has to undergo a two-year training course in a basic normal school. On an average, 3,000 teachers are trained every year in the 117 basic normal schools of the State. The number includes 48 training schools opened in 1959 under the Government of India scheme. While there is no difficulty in the availability of men teachers, the position in regard to women teachers continues to be unsatisfactory. Recruitment of women teachers is particularly difficult for schools in rural areas. The main problem is that while girls in the urban areas are very reluctant to work in the rural areas, the number of girls in schools in the rural areas is quite inadequate to meet the personnel needs of such areas. The seriousness of the situation may be judged from the fact that, of the total number of 15,000 girls in the junior high schools in 1961, not more than 1,700 were in the terminal class (VIII).

Basic Education

On the recommendations of the Acharya Narendra Deo Committee, the Government of Uttar Pradesh launched a big drive for the expansion of basic education in 1938. By 1945, most of the

teachers had been trained in basic education. The programme for the conversion of primary schools to basic schools was intensified after 1947 with the result that all primary schools in the State are now run as basic schools.

In 1961, there were 40,083 junior basic schools and 154 basic normal schools to train primary teachers. In rural areas, where land is no problem, agriculture is the main craft in basic schools. In urban areas, where hardly any land is available, provision is made for other crafts. In girls' schools provision is made for crafts suitable for girls.

With a view to converting the junior high schools to the basic pattern, agriculture and other crafts (such as wood craft, tailoring, metal craft) were introduced in such schools under a State-wide scheme of reorientation launched in 1954. Under this scheme about 21,122 acres of land and Rs. 32 lakhs in cash were received in donation from the public. Facilities for the training of teachers of junior high schools were provided in three government junior basic training colleges and 37 junior training colleges. The scheme has progressed very well and the income from the farm-produce in the year 1960-61 stood at about Rs. 9.40 lakhs. Yuvak Mangal Dals have been attached to these schools and efforts are now under way to develop them into community centres.

Secondary Education

The reorganization of education carried out in 1948 laid down the organization of pre-university education into three stages covering twelve years in all: (1) primary or junior basic stage consisting of classes I-V ; (2) senior basic or junior high school stage consisting of classes VI-VIII ; and (3) higher secondary stage consisting of classes IX-XII.

A number of reforms were introduced at the junior high school stage. The distinction between Hindustani and Anglo-Hindustani schools was done away with. All junior high schools now conform to the same pattern with English as an optional and Hindi as a compulsory subject of study. Agriculture and crafts were introduced compulsorily as basic subjects in the curricula in about 3,000 institutions. The total acreage of improved and reclaimed lands attached to these schools in 1960-61 amounted to 14,000 and 15,000

respectively. About 2,436 extension teachers for agriculture and 196 craft teachers, appointed in schools under this scheme, are piloting the project.

The higher secondary schools were to provide four types of courses—literary, scientific, constructive and aesthetic—which later on increased to six by the addition of courses in commerce and agriculture. In the Second Plan, the recommendations of the second report of the Acharya Narendra Deo Committee were implemented to a large extent and secondary schools were strengthened in respect of playgrounds, buildings, libraries, equipment, etc. A bureau of psychology was established at Allahabad in 1948. With its gradual expansion, educational and vocational guidance to students is being provided on an ever-expanding scale.

The total number of recognized institutions at the junior high school stage rose from 1,850 (with an enrolment of 2,47,841 students and 11,381 teachers) in 1946-47 to 4,335 (with an enrolment of 5,49,827 students and 23,259 teachers) in 1960-61. At the higher secondary stage, the progress has been even more remarkable. The number of institutions for boys was 415 (with an enrolment of 25,663 students) in 1946-47. In 1960-61, there were 1,489 institutions for boys (with an enrolment of 7,64,203 students) and 282 institutions for girls (with an enrolment of 1,47,874 students).

The programme for the conversion of secondary to multipurpose schools has made good progress. Out of a total number of about 1,700 recognized high schools and intermediate colleges, 902 have been converted into multipurpose institutions.

In order to meet the supply of trained graduate teachers for secondary schools, the Department of Education maintains four government training colleges at the graduate level, including Government Central Pedagogical Institute, Allahabad, a premier institution for training and research in the State. Besides, there are eight aided and recognized L.T. training colleges. The universities of Allahabad, Aligarh, Varanasi, Lucknow and Gorakhpur maintain education departments or teacher training colleges of their own. The number of B.T. or B.Ed. colleges in 1960-61 was 20 (with an enrolment of 1,823 students). In all, about 3,000 trained graduate teachers are being produced annually and the output seems to be sufficient to meet the needs of the State. The government colleges of physical

education for men and women at Rampur and Allahabad, respectively, and the College of Home Science at Allahabad afford specialized training in their respective spheres.

Extension services departments have been started at seven selected training colleges including teacher training departments of universities. They are doing useful work and have helped to tone up teaching in secondary schools. The English Language Teaching Institute, established with the cooperation of the British Council and financial assistance of the Nuffield Foundation in 1956, is doing good work and assisting in the improvement of teaching of English.

In order to improve their service conditions, pay scales of teachers in aided schools were revised in 1959. To build up harmonious relations between teachers and their managements, the Intermediate Education Act, 1921, was amended making it obligatory for all recognized institutions to have the headmaster/principal and two other teachers as *ex officio* members of the managing committee with the right to vote.

University Education

Before 1947, there were only five universities in the State—Allahabad, Banaras, Lucknow, Aligarh and Agra. They are all unitary, teaching and residential, except the University of Agra which was created as a purely affiliating body to relieve the University of Allahabad of the latter's affiliating functions. It has since taken up teaching functions and has started two institutions, namely, the K. M. Institute of Hindi Studies and Linguistics, and the Institute of Social Sciences.

After 1947, four universities were established—Roorkee (1949), Gorakhpur (1956), Varanaseya Sanskrit (1956) and Agricultural University at Pant Nagar, Nainital (1960). The Roorkee University, which grew out of the Thompson Engineering College, is mainly an engineering university. The Gorakhpur University was created to relieve the University of Agra of its affiliating functions in the eastern area of the State. It combines affiliation with teaching. Varanaseya Sanskrit University too, is teaching as well as affiliating and is unique in as much as it is the only university in India teaching through the medium of Sanskrit. The U.P. Agricultural University was established in 1960 for higher studies in agriculture.

Established independently without a charter of the government, the Gurukul at Hardwar has the status of a university.

The number of affiliated degree colleges in 1949-50 was 41 which increased to 128 in 1960-61. Of these, the State Government runs three post-graduate degree colleges at Gyanpur (Varanasi) and Nainital and a degree college at Rampur. Several new departments have been added to the universities and a number of degree colleges set up in recent years.

The number of teachers in universities and degree colleges was 6,692 in 1960-61, as against 2,465 in 1949-50. The number of scholars was 1,01,520 in 1960-61 as against 45,364 in 1949-50. The enrolment of girls at the university stage (general education) increased from 5,454 in 1949-50 to 26,100 in 1960-61.

The problem of numbers at the university stage has become very acute. Institutions are extremely over-crowded making any personal contact between the teacher and the taught virtually impossible. Unrest among students has been on the increase, leading at times to acts of indiscipline. Steps taken to meet this situation include the appointment of deans of student welfare and the institution of the tutorial system. It is felt that unless something can be done to reduce over-crowding at the university stage, no permanent solution can be found to the problem of falling standards and student indiscipline.

In the universities of Allahabad, Agra and Lucknow, the posts of readers and lecturers have been abolished and replaced by posts of assistant professors. The step has raised the maximum of the salary of former lecturer to that of the salary of the former reader. In the newly constituted universities of Gorakhpur, Roorkee and Varanaseya Sanskrit, the new pattern of scales is being followed from the start. The salaries of teachers in degree colleges and post-graduate degree colleges have also been raised.

The question of reorganizing university education by making the first degree a three-year course is now engaging the attention of the government.

Technical Education

Most of the universities in Uttar Pradesh offer courses in applied sciences. By maintaining high standards, they have raised and maintained the professional status of the engineer. Apart from a full-

fledged engineering university at Roorkee and the three departments of civil, electrical and mechanical engineering of the Aligarh Muslim University, the State has six colleges of engineering and technology—three affiliated to the Agra University and three to the Banaras University. These institutions offer a variety of courses in different branches of engineering and technology and have a total intake capacity of about 1,000.

Recently, the Board of High School and Intermediate Education has introduced engineering courses in the high school (technical) and intermediate (technical) examinations. The duration of the courses is four years, with general engineering at the high school stage (classes IX and X) branching off into mechanical engineering or electrical engineering in classes XI and XII. Successful students are first appointed as apprentices in factories or workshops; thereafter, they are expected to be absorbed as skilled foremen.

There are 40 vocational institutes, polytechnic schools and training centres which offer courses in civil, mechanical and electrical engineering and in various other vocations. There is a state board of technical education and training which is charged with the responsibility of maintaining uniform standards at the diploma level.

Social Education

Social education in Uttar Pradesh is now mainly the concern of the Planning Department. An interesting experiment in the field has been the establishment of two squads for social education in the Second Plan. Their activities include organization of literacy classes and celebration of social and civic functions. The total expenditure on the scheme during the Second Plan was estimated at about Rs. 3.5 lakhs.

A mobile library was established in 1957-58. The Department also gives grants-in-aid to private rural libraries. Every year, some 400 film shows and talks are held for the benefit of the rural people.

A scheme of publication of literature for neo-literates was taken up during the Second Plan. About 40 publications were issued in 1960-61. Mention should also be made of a magazine in simple Hindi for the neo-literates which has been published regularly since 1950.

Girls' Education

The number of different types of girls' schools and their enrolment in 1947-48 and 1960-61 can be seen in Table 91.

TABLE 91 : TYPES OF GIRLS' SCHOOLS AND THEIR ENROLMENT IN U.P. (1947-48 AND 1960-61)

Item		1947-48	1960-61
Number of junior basic schools	1,869 4,927
Enrolment in junior basic schools	2,03,348 7,87,960
Number of junior high schools	485 661
Enrolment in junior high schools	82,791 1,03,688
Number of higher secondary schools	110 282

A large number of scholarships are awarded to girls at all stages of education.

By 1959, only 10 per cent of the girls in the rural areas were under instruction at the primary stage. However, the enrolment of girls in girls' primary schools in rural areas is on the whole satisfactory ; it is only in mixed schools that the attendance of girls poses a problem. The main task, in so far as girls' education in rural areas is concerned, is of providing primary schools with women teachers. Unfortunately, the number of women teachers available for rural primary schools is extremely limited. While urban girls are not generally willing to work in rural areas, the question of recruiting rural girls as teachers does not arise since, owing to insufficient attendance, not many are available for the purpose. The challenge posed by this vicious circle has to be met somehow.

Teaching of Science

There has been much coordinated effort towards the expansion and improvement of facilities for the teaching of science. The teaching of general science in the junior high schools was introduced in 220 schools at the end of the First Plan and was extended to 310 additional institutions in the Second Plan. It is proposed to expand the programme further during the Third Plan. The teaching of

science has also been strengthened in a number of higher secondary multipurpose schools.

To encourage the brighter pupils, scientific research competitions are held annually. Another significant move has been the organization of science clubs throughout the State. There has been a continuous stream of seminars, workshops and refresher courses to provide an edge to the teaching of science in schools. Guidebooks for teachers of science in primary and junior high schools have also been published.

The main problem of science teaching in the coming years would be the supply of qualified teachers and laboratory equipment necessary for the ever-increasing number of students going in for science.

Scholarships

An adequate provision of scholarships at different stages is necessary for the equalization of educational opportunity. Table 92 gives the necessary data for 1947-48 and 1960-61.

TABLE 92 : SCHOLARSHIPS PROVIDED IN U.P.
(1947-48 AND 1960-61)

Type of institutions	1947-48		1960-61	
	Number of awards	Budget provision Rs.	Number of awards	Budget provision Rs.
Primary schools ..	1,340	51,700	368	25,700
Secondary schools ..	928	6,61,500	8,104	18,12,100
Arts (degree) colleges ..	165	61,640	1,107	4,26,500
TOTAL ..	2,433	7,74,840	9,579	22,64,300

The State Government also provided in 1960-61 books and the following types of stipends to eligible pupils:

Stipends for the wards of those who participated actively in the freedom struggle	Rs.
Middle class stipends ..	3,89,280
Destitute stipends ..	38,500
	29,000

In all the junior high and higher secondary schools of the State, 10 per cent and 15 per cent of the students, respectively, are awarded freeships and half freeships. No tuition fee is charged in classes I to V of the junior basic schools and in class VI of the junior high or higher secondary schools.

Physical Education

Every student receives physical training for at least three periods a week in the junior high school classes and two periods a week in the higher secondary school classes. The Educational Code lays down that a whole-time qualified physical training instructor will be provided in every higher secondary school. For an intermediate college the physical training teacher should be a graduate holding a diploma in physical education, while for a high school he should have passed the intermediate examination and should hold a certificate in physical education. Untrained physical training teachers of recognized high schools are considered qualified if they have undergone three months' training at the Government College of Physical Education, Rampur.

To train physical education teachers, there are four colleges of physical education in the State. Two of these are managed by the government (one at Rampur for men and the other at Allahabad for women) and two by private agencies—the Christian College of Physical Education, Lucknow, and the College of Physical Education, Sainmodhpur. Besides, the Kashi Vyayamshala and the Jhansi Vyayamshala are recognized by the Department for conducting short-term courses for teachers of junior high schools.

Scouts, Guides, NCC and ACC

Out of a total of 8,00,000 students in the higher secondary schools, 82,000 are enrolled in scouting and guiding, 11,000 in NCC and 80,000 in ACC. Besides, a number of Yuvak Mangal Dals are functioning in the rural areas. Bharat Sevak Samaj also organizes social service training camps for youths between 15 to 25 years.

The organization of the Pradeshiya Shiksha Dal, formerly called the PEC, is one of the several measures taken by the State Government for the promotion of youth welfare. Although it does not attempt to provide as intensive a training as the NCC, its field is

akin and the number of students much larger. The scheme had a modest beginning in 1948 when, in the first instance, it was confined only to 11 important towns of the State. By 1955, it had been extended to all the district headquarter towns. In 1958, a Bill, called the Pradeshiya Shiksha Dal Vidheyak, was passed. The Dal is growing in strength every year and the total number of students receiving training under the programme is well over 63,000 at present.

The scheme is run by the Nirdeshak, Sainik Shiksha Evan Samaj Sewa, who is under the administrative control of the Director of Education. The whole State has been divided into 17 zones and each zone has been placed under the charge of an officer called the Commandant, Pradeshiya Shiksha Dal. In educational institutions, the training is looked after by the teachers specially trained for the job.

Two central camps are held every year—a camp for a fortnight at Faizabad for 2,000 students and another for one month in summer at some hill station for 500 students. The cadets attending these camps are given advanced training in drill, weapons and leadership.

Games and Sports

There is a council of sports and physical education at the State level. Each year, the Uttar Pradesh Olympic Association conducts a State Athletic Meet and sends selected athletes to participate in the All-India Athletic Meet.

Youth rallies are held every year in different districts. Boys and girls from primary and secondary schools take part in them in large numbers. The selected athletes and competitors compete again in the regional meets where selections are made for the State Yuvak Samaroh.

Every year in January, the State Yuvak Samaroh is held at Lucknow and 3,000 boys and girls from different regions take part. It is one of the most popular functions held in the State capital.

School Health Service

In each of the 14 bigger cities of the State, a whole-time school health officer has been appointed for regular medical inspection of students in all recognized institutions in these cities. In other towns, this function is performed by the municipal or district health officer.

The State Government appointed a school health reorganization committee some time ago. The report of the committee is now under consideration.

Education of Backward Classes

There are no scheduled tribes in Uttar Pradesh. The main problem relates to the social and economic uplift of the Harijans. A Directorate of Harijan Welfare was set up in 1950-51. Education from the lowest primary class to the university stage is free for Harijan students.

Non-recurring assistance and stipends are also given to them at all stages of education. There were 7,63,450 scheduled caste students receiving free education in 1960-61 at an estimated cost of Rs. 60 lakhs and a sum of Rs. 46.83 lakhs was earmarked for 50,683 under-matric and Rs. 47.53 lakhs for 15,906 post-matric students.

Programmes of technical training for Harijan students have been greatly expanded. Harijan youths are being trained in the work of tracers and masons at the headquarters of different executive engineers under the guidance of the Chief Engineer, Public Works Department. Ten per cent of the total intake in all the institutions (whether run directly or recognized by the Department) are reserved for Harijan students. The Directorate of Harijan Welfare has also been running technical training centres at Lucknow, Gorakhpur and Nainital. The distribution of students in these institutions, all of whom receive stipends, is 70 per cent Harijans, 15 per cent backward classes and 15 per cent others.

The State Government gives grants towards the maintenance of schools, hostels, libraries and night schools for Harijans. There are more than 500 such institutions. A provision of Rs. 5.3 lakhs was made during 1960-61 for this purpose.

Pre-primary Education

During 1949-50, there were only two nursery schools in the State with 319 children on rolls. At present there are 73 nursery schools. Nursery classes are also conducted in three normal schools for girls. A sum of Rs. 10,000 is provided every year in the normal budget as non-recurring assistance to the nursery and kindergarten schools. During the Second Plan, there was a provision of Rs. 5

lakhs for regular assistance to pre-primary schools. Some 25 institutions are receiving grants-in-aid under this scheme.

The government runs a nursery training college at Allahabad for the training of nursery teachers. It is proposed to strengthen the college during the Third Plan. There is also a private nursery training college recognized by the Department.

Education of the Handicapped

There are 23 government and non-government institutions for the deaf, dumb and blind in the State. The expenditure on them in 1960-61 was about Rs. 6 lakhs. There is also a provision for the award of stipends to students in these institutions. Two government institutions for the blind (one at Gorakhpur and the other at Lucknow) and two institutions for the deaf and dumb (one at Agra and another at Bareilly) formerly run by the Education Department, have been transferred to the Department of Social Welfare. There is also a training college for teachers of the deaf and dumb.

The Bureau of Psychology at Allahabad has set up a wing for child guidance which deals with mentally handicapped children. During the last five years, some 215 cases were referred to this unit. Children are also referred to the district psychological centres in Meerut, Kanpur, Bareilly, Varanasi and Lucknow. It has not been possible to make any special provision for schools or hostels for mentally handicapped children.

Development of Hindi

Hindi in Devanagari script was declared the State language of Uttar Pradesh in October 1947. In 1950, the Uttar Pradesh Language Act provided that all the Bills introduced in or Acts passed by the Legislature would be in Hindi. In 1951, the Uttar Pradesh Official Language Act was passed providing that all orders, rules, regulations, bye-laws, etc. would be issued in Hindi. In 1952, it was decided that, as far as possible, all government work should be done in Hindi. A language division was set up in the Secretariat for the promotion of Hindi. It was also declared that Hindi would be the language of the civil and criminal courts.

Hindi is a compulsory subject of study at all stages up to the intermediate classes and is also the medium of instruction and

examination at the secondary stage. Textbooks in different subjects are being published in Hindi to meet the educational requirements of the situation.

There are several notable institutions and organizations working for the promotion and development of Hindi. Some of these organizations conduct Hindi examinations, with centres spread all over the country.

A Hindi Samiti has been established. A Hindi literature fund has been in existence since 1948. It is proposed that original works should be produced and eminent works from other languages translated into Hindi. A number of books under these categories have already been published. It has also been provided that literary or scientific works of outstanding merit should be rewarded and writers and scholars given pecuniary assistance out of this fund.

Teaching of Sanskrit

Sanskrit is taught in the oriental institutions called Pathashalas. The number of Pathashalas is 1,050. Of these, 635 are aided at present as against 180 in 1947. The Pathashalas are affiliated to the Sanskrit University.

The inspection of Sanskrit Pathashalas is the responsibility of an inspector who is assisted by five assistant inspectors, one for each region.

Audio-visual Education

Barring primary and junior high schools run by the local bodies, like municipalities and Zila Parishads, a small audio-visual education fee is levied in the remaining institutions up to the higher secondary level and the proceeds are utilized for the provision and maintenance of audio-visual aids.

A State Board of Audio-visual Education was established in 1954. District audio-visual associations have been established in 32 districts. The extension services departments which have been started in six training colleges are equipped with modern audio-visual aids and hold seminars and training courses for the teachers of high schools.

By March 1961, the audio-visual section of the State education department had produced more than 50 films and 30 filmstrips.

Many of these have won acclaim outside the State. The section has also a good film library.

Education and Employment

There are 42 employment exchanges in the State, of which one is regional employment exchange situated at Kanpur, nine sub-regional employment exchanges, 27 district employment exchanges and five sub-offices. Several more district employment exchanges are expected to be started in the near future.

Employment and training department is opening guidance and university bureaus to help the educated unemployed. It has already opened two university bureaus, one at Aligarh and the other at Varanasi and attached five vocational guidance units to the employment exchanges. It is also proposed to set up three more university bureaus and four vocational guidance units in the near future.

Administration

The Director of Education has his headquarters at Allahabad and a camp office at Lucknow where he resides. He is assisted by six senior deputy directors of education, one of whom is a woman. The State is divided into eight educational regions, each in the charge of a regional deputy director and a regional inspectress of girls' schools. A district inspector of schools assisted by a deputy inspector of schools and a number of sub-deputy inspectors (there is one such officer for about 60 basic schools) supervises the educational activities of his district. An assistant (or deputy) inspectress of girls' schools is in charge of girls' institutions of the same level in each district. In six bigger districts, the district inspector of schools is assisted by an associate inspector of schools.

The hill areas of Uttar Pradesh have been very backward in education. In order to ensure a rapid development of these areas, three new districts of Uttar Kashi, Chamoli and Pithoragarh have been created under a new division named Uttara Khand.

In 1950-51, the expenditure on direction and inspection was 5.2 per cent of the entire educational budget. Although the educational budget for the subsequent years has been steadily rising, there has been no corresponding rise in the percentage of expenditure on direction and inspection. For the year 1960-61, the total budget

provision for education was Rs. 17.22 crores out of which the expenditure provided under direction and inspection was Rs. 62.16 lakhs (3.6 per cent).

Finance

The State budget for education has increased from Rs. 7.37 crores (or 14.1 per cent of the total budget) in 1950-51 to Rs. 17.22 crores (or 12.9 per cent of the total budget) in 1960-61. These figures exclude provision included in the PWD budget (for buildings of government institutions) and expenditure by other government departments on education.

Voluntary effort in the State has made a significant contribution to education and is very marked in secondary education. The number of private higher secondary schools is 1,574 as against 147 run by the government. Of these, 1,292 are given maintenance grants by the government. In assessing the aid due, a contribution by the management equal to one-fourth of the increments in teachers' salaries is taken into account. While sanctioning non-recurring grants for buildings, furniture, library, etc., the managements are required to spend from their own resources also. The initiative for the expansion of secondary education in the State has almost entirely been with private bodies.

Retrospect and Prospect

The State has, in recent years, taken a lead in many areas of educational development, such as the adoption and development of basic education at the primary and junior high school stages ; expansion of education at the primary and secondary stages at a rapid pace ; diversification of secondary education ; development of university and technical education by starting new universities and institutions where needed and by consolidating the older ones. Schemes already implemented include the Prantiya Shiksha Dal, which is a scheme for inculcating a spirit of military discipline and service among the youth, schemes of social education and audio-visual education, provision of guidance services for secondary school pupils (through the State Bureau of Psychology and its branches) and a scheme of establishing central and district libraries. Nevertheless, much remains to be accomplished. There are marked deficiencies in a number of

areas owing to historical, economic and other factors. A draft Third Five Year Plan has been drawn up with the object of reducing these deficiencies as much as possible.

The most urgent problem is to provide universal primary education for the age-group 6-11. The percentage of children in the age-range 6-11 who were in school by the end of the Second Plan is estimated to be about 39.60 per cent for boys and 18 per cent for girls. Much leeway has therefore to be made up particularly in the case of girls. The enrolment targets proposed for the Third Plan are 82 per cent for boys and 43 per cent for girls. Nearly 59 per cent of the total outlay of the Third Plan is earmarked for the expansion of education at the primary stage.

At the junior high school stage (11-14 years), nearly 1,100 junior high schools (including 225 for girls) will be either opened or assisted with grant-in-aid. It is expected that 11.60 lakh (23 per cent) children in the age-group 11-14 will be in school by the end of the Third Plan. Special attention is being paid to schemes for expansion of girls' education, so that women teachers for primary schools for the Fourth and subsequent Plans may be available in sufficient numbers. Besides, junior high schools (now known as senior basic schools) will be further strengthened in agriculture, craft and science courses.

At the secondary stage, the number of higher secondary schools is expected to increase from 1,800 to nearly 2,100 during the Third Plan. Their enrolment during the same period is likely to rise from 5.12 lakhs to nearly 7.40 lakhs (roughly 13 per cent of the population in the age-group 14-18). All unaided recognized higher secondary schools will be placed on the regular grant-in-aid list during the next five years.

At the higher education level, it is proposed to set up new universities at Meerut, Kanpur and Nainital and to develop a suitable programme of assistance to the present universities. The Third Plan will also seek to make a beginning with the three-year degree course.

Facilities for teacher training, particularly at the primary stage, will be expanded. Special training institutions for nursery training, home science and physical education will be further developed. The English Language Teaching Institute, Allahabad is proposed to be put on a permanent footing.

Of the other schemes included in the Third Plan, mention may be made of the provision of nearly 4,300 scholarships at the secondary stage and a number of bursaries at the degree and post-graduate stages for meritorious but poor students. These will imply a total outlay of Rs. 81 lakhs, including Rs. 5 lakhs for girls at the secondary stage. The PEC, NCC and ACC schemes will be further developed to inculcate a spirit of military discipline, social service and manual labour in boys and girls. It is proposed to build a special girls' division of PEC to be called the Rani Lakshmi Bai Division. Schemes of social education, audio-visual education and improvement of state and district libraries will also be taken up to secure a more balanced development of education in the State.

EDUCATIONAL STATISTICS OF UTTAR PRADESH

I—Number of Institutions

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities ..	6	..	9	..
Boards of education ..	1	..	1	..
Research institutions ..	4	..	5	..
Colleges for general education				
Degree standard ..	65	8	128	20
Colleges for professional and technical education				
Agriculture and forestry ..	4	..	11	..
Commerce ..	1	..	..	..
Engineering and technology ..	2	..	4	..
Law ..	..	..	1	..
Medicine ..	12	..	15	..
Teacher training				
Basic ..	5	..	5	..
Non-basic ..	14	8	15	8
Veterinary science ..	1	..	2	..
Others ..	1	..	3	1
Colleges for special education ..	7	..	13	..
Schools for general education				
Higher secondary schools ..	1,474	221	1,771	282
Middle schools				
Basic ..	..	..	4,335	661
Non-basic ..	3,640*	512*	..	..
Primary schools ..	31,898	2,696	40,083	4,927
Pre-primary schools ..	26	7	73	18

*All are junior high schools.

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Schools for vocational and technical education				
Agriculture and forestry	..	3	..	10
Engineering	..	12	..	22
Medicine	..	2	..	2
Teacher training	..	97	18	154
Technology and industrial	..	71	28	96
Others	..	1	..	..
Schools for special education				
For the handicapped	..	14	1	23
Social (adult) education	..	502	124	498
Others	..	1,149	10	1,168
TOTAL	..	39,012	3,633	48,447
				6,061

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	..	27,418	2,802	33,818
Research institutions	..	366	..	518
Arts and science colleges	..	50,599	4,874	67,702
Professional and technical colleges	..	4,803	692	8,576
Special education colleges	..	1,656	525	1,931
Higher secondary schools	..	6,44,129	87,599	9,12,077
Middle schools	..	4,27,025	71,759	5,49,827
Primary schools	..	27,37,827	4,84,596	39,58,828
Pre-primary schools	..	2,498	991	7,554

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Schools for vocational and technical education ..	14,627	2,740	29,913	5,120
Schools for special education ..	71,336	4,787	74,266	5,449
B. By stages/subjects				
General education (university standard)				
Research	812	112	1,361	202
M.A. and M.Sc.	8,783	1,052	14,916	2,247
B.A. and B.Sc. (Pass and ¹⁹⁶⁰⁻⁶¹)	32,510	3,847	48,033	7,367
Intermediate (arts and science)	1,13,442	11,236	1,52,850	18,531
Professional education (university standard)				
Agriculture and forestry	1,853	13	5,148	27
Commerce	9,232	2	8,564	2
Engineering and technology	1,938	..	4,499	12
Law	4,075	34	5,512	64
Medicine	3,581	329	4,458	468
Teacher training				
Basic	355	22	665	35
Non-basic	2,483	873	4,578	1,334
Veterinary science	648	..	101	..
Other subjects	196	19	449	140
Special education (university standard)	2,614	429	2,549	485
General education (school standard)				
High and higher secondary	2,62,319	20,164	3,57,458	37,983
Middle	6,36,496	68,338	8,24,215	1,22,431
Primary	28,04,841	5,43,773	40,93,001	8,68,171

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Pre-primary	7,540	3,073	5,525	3,654
Vocational education (school standard)				
Agriculture and forestry	391	..	1,384	..
Arts and crafts .. ..	..	..	10,897	3,374
Engineering	3,749	1	5,228	46
Medicine	29	2	164	1
Teacher training	5,900	700	13,521	1,652
Technology and industrial	5,855	2,038	709	..
Other subjects	193	..	794	251
Special education (school standard)				
For the handicapped	540	103	974	224
Social (adult) education	12,623	2,491	13,466	1,352
Other subjects	59,286	2,714	63,991	4,213
TOTAL	39,82,284	6,61,365	56,45,010	10,74,316

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total	On institutions for girls	Total	On institutions for girls
	Rs.	Rs.	Rs.	Rs.
A. By sources				
Government funds				
Central	1,83,39,900	2,42,977	5,28,27,417	3,21,284
State	10,48,00,059	1,09,37,945	18,16,65,182	1,97,72,173
District board funds	1,33,66,593	11,14,072	1,70,95,587	18,22,360
Municipal board funds	77,08,233	25,34,518	1,05,46,429	33,51,239
Fees	7,24,00,440	70,16,290	9,13,23,742	91,21,067

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
Other sources ..	3,70,68,823	25,40,779	4,36,24,639	39,85,298
B. By type of institutions				
Direct expenditure on				
Universities ..	2,99,80,125	..	4,03,75,085	..
Boards ..	56,72,700	..	71,95,125	..
Research institutions ..	40,73,539	..	1,08,62,187	..
Arts and science colleges	1,16,83,735	5,97,334	1,93,76,088	13,31,139
Colleges for professional and technical education	54,77,715	3,61,802	89,44,404	4,43,710
Colleges for special education ..	3,24,590	..	8,11,180	..
High and higher secondary schools ..	6,48,08,910	1,05,26,079	9,47,84,171	1,54,99,644
Middle schools ..	1,84,67,633	32,77,803	2,73,27,754	51,26,618
Primary schools ..	5,34,63,945	49,14,192	7,85,15,615	82,21,323
Pre-primary schools ..	2,47,625	60,856	7,31,518	1,74,007
Vocational and technical schools ..	59,77,917	8,25,285	1,21,44,499	14,72,506
Special education schools	57,29,453	1,80,711	53,30,883	1,86,825
TOTAL (Direct) ..	20,59,07,887	2,07,44,062	30,63,98,509	3,24,55,772
Indirect expenditure on				
Direction and inspection	54,76,719	3,76,086	99,82,130	6,66,122
Buildings ..	1,60,71,596	8,95,853	4,17,47,556	20,97,324
Scholarships ..	1,16,31,885	9,27,121	2,10,42,216	16,74,075
Hostels ..	33,20,775	8,96,796	55,13,678	6,86,100
Other miscellaneous items	1,12,75,186	5,46,663	1,24,01,907	7,94,028
TOTAL (Indirect) ..	4,77,76,161	36,42,519	9,06,87,487	59,17,649
GRAND TOTAL ..	25,36,84,048	2,43,86,581	39,70,82,996	3,83,73,421

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	4,481	370	6,836	600
High and higher secondary schools ..	28,671	4,130	36,076	5,854
Middle schools ..	19,996	3,262	23,259	4,202
Primary schools ..	77,575	6,934	99,054	11,714
Pre-primary schools..	184	149	399	348
Vocational and technical schools	1,702	282	3,109	448
Special schools ..	5,858	185	6,087	160

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	4,476	746	8,055	1,642
B.A. and B.Sc. (Pass and Hons.)	11,015	1,813	16,196	3,371
Professional (degree) ..	6,002	458	9,900	1,038
Matriculation and equivalent examinations ..	78,414	8,931	1,03,968	16,092

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	2	..	15	..
High and higher secondary schools	592	2	749	6
Middle schools ..	2,876	195	3,272	247
Primary and pre-primary schools ..	28,400	1,897	35,302	3,646
Vocational and special schools ..	1,063	119	1,134	61
TOTAL ..	32,933	2,213	40,472	3,960

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	33,499	566	51,233	1,021
High and higher secondary schools ..	2,84,868	2,724	4,49,069	10,170
Middle schools ..	3,10,726	16,799	3,90,446	29,853
Primary and pre-primary schools ..	21,98,605	3,00,204	31,67,328	5,28,507
Vocational and special schools ..	54,979	2,842	65,141	2,628
TOTAL	28,82,677	3,23,135	41,23,217	5,72,179

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	28,04,841	5,43,773	40,93,001	8,68,171
VI-VIII	6,36,496	68,338	8,24,215	1,22,431
IX-XI	3,11,435	24,983	3,57,458	37,983

IX—Some Selected Averages and Percentages

Item	1955-56		1960-61	

Cost per capita on education (in rupees)	3.8	5.4
Cost per pupil (in rupees)				
High and higher secondary schools	100.6	103.9
Middle schools	43.2	49.7
Primary schools	19.5	19.8
Number of pupils per teacher in				
High and higher secondary schools	22	25

IX—Some Selected Averages and Percentages—Contd.

Item					1955-56	1960-6
Middle schools ..	..	..	..	..	21	24
Primary schools ..	..	..	..	..	35	40
Percentage of trained teachers in						
High and higher secondary schools ..	..	..	..	..	58.7	72.4
Middle schools ..	..	..	..	..	77.6	77.8
Primary schools ..	..	..	..	..	80.9	74.8

CHAPTER 19

West Bengal

General

In 1947-48, West Bengal had an area of 28,215 square miles and 14 districts. The present area of the State is 33,885 square miles (on account of the merger of Cooch Behar in January 1950 and Purulia and some portions of Purnea in November 1956) and it has 16 districts with a total population of 34.93 million, the density being 1,032 per square mile. There has been a considerable increase in the urban population due to the influx of the refugees from East Bengal ; but still about 77 per cent of the total population lives in the 38,530 villages of the State. The construction of new roads, control of malaria, electrification of villages and development of educational facilities have improved living conditions in rural areas considerably, though they still leave much to be desired.

According to the 1961 census, Hindus numbered 27.52 million (78.8 per cent), Muslims 6.98 million (19.9 per cent) and the Christians 0.2 million (0.7 per cent). The Santals and other hill tribes numbered a little more than two lakhs. The caste system, untouchability and Purdah have lost their former hold, child-marriages have become rare and the prejudice against women's education is disappearing very fast.

Bengali is the most important language in the State and according to the 1951 census, it was spoken by 210 lakhs of people or about 80 per cent of the population. Hindi was spoken by 15.78 lakhs (6.0 per cent), Santali by 6.63 lakhs (2.5 per cent) and Urdu by 4.57 lakhs (1.7 per cent). Still smaller minorities speak Oriya (1.82 lakhs) and Nepali (1.74 lakhs).

The most difficult problem faced by the State immediately after independence related to the rehabilitation of refugees (their number on 30 November 1960 stood at 32 lakhs). An important consequence of the influx was the over-crowding of the existing educational institutions and the creation of an emergency in which several new institutions had to be established to cope with the abnormal situation.

The Refugee Relief and Rehabilitation Department in West Bengal has spent Rs. 1,489.35 lakhs on the education of the displaced persons in addition to the expenditure incurred by the State Government from its own resources.

Development of Education before 1947

In ancient times, Buddhist Viharas and Sangharamas flourished in Bengal and Bihar. Nalanda, Vikramasila, Odantapuri, Tamralipta and Jagaddala were famous centres of learning, attracting scholars not only from different parts of the country, but even from abroad. With the passage of time, the Buddhist centres of learning decayed while those of the Brahmins became more prominent and, in the form of Tols and Pathashalas, have helped to maintain the ancient tradition of Sanskrit learning to this day. Later on, Muslim centres of learning known as the Madrassahs came into existence and some very important centres of Muslim learning grew up in Dacca and Murshidabad. In addition to these, there had always been in Bengal a very large number of the humbler institutions—elementary schools for the Hindus and the Maktabs for the Muslims—devoted to the elementary education of the masses. Towards the end of the eighteenth century Adam estimated their number at about a hundred thousand.

The British authorities in India tried to revive the indigenous system of education and Warren Hastings founded the Calcutta Madrassah in 1781. A College at Fort William was founded by Lord Wellesley in 1800 to impart training in oriental and Indian languages. Later, a Sanskrit college was also opened in Calcutta in 1824. However, it is important to remember that very little was done during the early period of the British rule to promote the education of the masses.

Meanwhile, two positive forces contributing to the spread of modern education appeared on the scene. One was the semi-rationalist movement led by Raja Ram Mohan Roy, the great Indian reformer and David Hare, the philanthropist, who in 1817 opened a college to instruct the sons of the Hindus in the European and Asiatic languages and science (in 1855, this college was absorbed in the Presidency College, Calcutta). This led to the establishment of English schools in all parts of Bengal. The other was the

educational activities of the Christian missionaries who printed books in the language of the people, thereby giving an immense fillip to the development of Bengali literature and also opened English schools and colleges. The first missionary college in India, the Serampore College, was founded by the Baptists in 1818. In 1830, Alexander Duff started the General Assembly's Institution—now Scottish Church College, Calcutta. The spread of English education thus initiated was further strengthened by the decision to use English as the medium of instruction in education (1835), the adoption of English as the language of the courts and administration (1837), throwing open the posts under the government to educated Indians (1844), and by the creation of a separate Department of Education (1855).

The Calcutta University, the premier university in the East, was established in 1857 on the model of the London University and teaching functions were assigned to it under the Universities Act of 1904. This ultimately led to the development of a number of departments, especially in post-graduate teaching and research, under the able stewardship of the late Sir Asutosh Mukherjee. In 1919, the Calcutta University Commission, under the chairmanship of Sir Michael Sadler, submitted its report suggesting a number of far-reaching reforms covering almost all branches of education. As a result of the recommendations of this body, the Dacca University was established in 1921 and a board of intermediate and secondary education was set up for the Dacca University area. Owing to various difficulties however the recommendations of the Commission concerning the Calcutta University could not be implemented.

The Bengal Primary Education Act of 1919 empowered the municipalities to introduce compulsory primary education within their areas. In 1921, education became a transferred subject and the Provincial Government assumed full charge of the Department. The period from 1921 to 1937 was full of financial difficulties which hindered educational expansion and reconstruction. Even so, the Bengal (Rural) Primary Education Act was passed in 1930. It led, *inter alia*, to the establishment of district school boards as statutory bodies and made them responsible for primary education in rural areas. During this period, English was replaced by the mother tongue as the medium of instruction in secondary schools. Besides,

a great deal of surveying was undertaken and the ground for launching a comprehensive scheme of educational reconstruction at a later date was prepared.

The outbreak of the Second World War in 1939 and the terrible famine of 1943 slowed down the tempo of educational advancement considerably. Despite these difficulties, a number of important schemes and reforms were carried out. These included institution of scholarships and stipends for backward classes and appointment of a special officer to promote their interests, making primary education free in large areas, abolition of a great number of useless schools, introduction of revised curricula, appointment of district officers for physical education, opening of 48 basic schools in Palba area and the establishment of a basic training school at Balarampur (Midnapore).

The main educational problems facing the State on the eve of independence were: (1) introduction of free and compulsory primary education; (2) provision of minimum of education for the illiterate adults in order to equip them for the responsibilities of democratic citizenship; (3) reform of education at the primary and secondary levels; (4) development of technical and scientific education; (5) implementation of the reforms suggested by the Sadler Commission; and above all (6) to relate education to life at all levels. To these were added the major problems created by the heavy influx of refugees from East Bengal.

Primary Education

The local bodies, to whom the task of organizing and administering primary education was entrusted under the Bengal Primary Education Act of 1919 and the Bengal (Rural) Primary Education Act of 1930, could not make much headway owing to communal dissensions and shortage of funds. However, the position improved after independence. In 1948, the State appointed a School Education Committee to consider and report on the curriculum, organization and objectives of education at the primary and secondary stages. On the basis of the recommendations of this committee, the State initiated a phased programme for the introduction of free, universal and compulsory primary education in the rural areas. In 1947-48, there were 13,950 primary schools with a total enrolment of 10,44,111.

In 1960-61, there were 27,972 primary and junior basic schools with a total enrolment of 24,34,989. During the period 1948-61, the number of primary teachers in West Bengal rose from 35,430 to 83,732 and the total direct expenditure on primary education from Rs. 1.16 crores to 7.09 crores. During the last two years (1959-60 and 1960-61), 6,630 additional teachers were appointed, resulting in a proportionate increase in the total expenditure. Primary education in the rural areas is controlled by the district school boards set up under the provisions of the Bengal (Rural) Primary Education Act of 1930. In Calcutta, the Calcutta Corporation, in Chandernagore, the Chandernagore Corporation and in other municipal areas, the respective municipalities are responsible for the control and management of primary education. Private schools in the municipal areas however are recognized and aided by the State though some schools of this category received aid from municipalities/corporations also. In the two new districts of Cooch Behar and Purulia, district school boards had not been established up to the end of 1960-61 and the administration of primary schools is directly under the State Education Department.

The curriculum of the primary school has been strengthened in recent years by the introduction of basic school activities like gardening, environmental studies and craft work. There are no textbooks for classes I and II; only picture books of easy nursery rhymes and tales are used in these classes. Textbooks in language, arithmetic, geography and nature study for classes III to V are being revised under the supervision of the Education Department and the publication of such textbooks has also been undertaken by the government. These are supplied free to 25 per cent of the needy pupils in areas where compulsory primary education has been introduced.

Facilities for the training of primary teachers have been considerably increased—69 institutions (including 37 non-basic institutions) were sanctioned up to 1960-61, out of which 66 institutions actually functioned with an intake of 2,848 as against 54 institutions with an intake of 1,364 in 1947-48. Still the out-turn from the existing training institutions is not adequate, and the large proportion of untrained teachers continues to be a source of concern. More training institutions are proposed to be started during the Third Plan.

Special steps have been taken in the post-independence period to improve the economic and social status of teachers. Before independence, a trained matriculate teacher used to get Rs. 32.50 only and certain categories of untrained teachers got only Rs. 20.50 per month. At present, the minimum emoluments of an untrained matriculate (or trained non-matriculate) primary teacher are Rs. 70.50 while a trained matriculate teacher gets a minimum of Rs. 75.50 per month plus an additional Rs. 5 per month if he/she is employed as a head teacher. These are proposed to be increased still further in the Third Plan. The benefits of contributory provident fund and retirement gratuity have also been introduced, and secondary education for the children of primary teachers has been made completely free. Attempts are also made to provide rent-free accommodation to women teachers in rural areas. In the government-sponsored free primary schools—both in urban and rural areas—house rent allowances are sanctioned to unattached women teachers.

Basic Education

Basic education in the State has made good progress during the period under review. While there was no basic school in 1947-48, the number of such institutions in 1960-61 was 1,490 with an enrolment of 1,38,938.

A junior basic school in a rural area ordinarily possesses six bighas of land for agriculture. The school building, according to the approved type plan, costs between Rs. 9,000 and Rs. 12,000, 12.5 per cent of the cost being contributed by the local community. As far as practicable, open air classes are encouraged. The school building is used for junior basic classes in the morning; for junior high or senior basic classes during the day; and as a community centre for women and recreational centre for young children in the afternoon. It is also utilized for various educational and welfare activities. The basic school can now be said to have really become a living centre of community life and development.

Up to 1960-61, the State had 31 under-graduate institutions for the training of basic school teachers, in addition to two post-graduate basic training colleges with 138 seats.

Secondary Education

The State Government has decided that primary or junior basic stage of school education shall be of five years' duration, that the junior high or the senior basic stage shall be of three years and that the next or higher secondary stage shall be of three years. It has been accordingly proposed to remodel the existing secondary schools on the pattern of one or the other of the following four types: (1) a fully reorganized and integrated secondary school with 11 classes (I to XI); (2) a high school of 6 classes (VI to XI); (3) an integrated junior high or senior basic school consisting of 8 classes (I to VIII); and (4) a high school of 3 classes (IX to XI) with diversified courses. It is obvious that several years will be needed to reorganize all secondary schools on these lines. In the transitional period therefore students coming out of the existing ten-class high schools are being required to attend a pre-university course. The secondary curriculum has also been revised and diversified with a view to making it more serviceable to the differing abilities and aptitudes of adolescents.

A number of other important schemes and programmes in secondary education have also been implemented during the post-independence period: (1) a board of secondary education was formed in 1951 and the administration of secondary education in the State was transferred to it from the University; (2) education up to the age of 14 has been made free for girls in the rural areas; (3) pay scales of secondary teachers have been improved twice, once in 1954 and again in 1957; (4) as the number of untrained teachers in the State is very large, the government has undertaken to train all of them at its own cost; (5) with a view to attracting trained teachers to rural areas, a rural allowance, tenable in villages without teachers' quarters, has been instituted; (6) grants on deficit basis are being sanctioned to high schools which fulfil conditions laid down by the Board in this behalf; (7) hostels are being sanctioned to area schools, i.e., schools with good potential to attract students from the surrounding villages; (8) craft has been introduced as a compulsory subject in the new curriculum and necessary grants for this purpose are being given to schools; and (9) seminars and refresher courses for teachers are being organized in large numbers throughout the State.

In 1947-48, there were 1,903 secondary schools with an enrolment of 5,22,500. In 1960-61, the number of such schools (including 769 higher secondary and 239 senior basic schools) was 4,316, with a total enrolment of 10,04,338. During the same period, the number of teachers increased from 17,631 to 40,258 and the teacher-pupil ratio improved from 1:30 to 1:22. Direct expenditure out of the state funds rose from Rs. 40 lakhs in 1947-48 to Rs. 303 lakhs in 1960-61.

University Education

In 1947-48, the Calcutta University was the only university in the State. Now there are five—Calcutta, Jadavpur, Visva Bharati (set up by the Government of India), Burdwan and Kalyani, the last two set up during the Second Plan. At least two more universities are proposed to be established during the Third Plan. The State is encouraging these universities to plan their offerings carefully so that the facilities available at the different university centres can become truly complementary. The university at Burdwan will have a technological bias while the university at Kalyani will specialize in agricultural and biological sciences. It is expected that the distribution of students of West Bengal over a number of universities with diverse educational facilities will lead to better conditions of teaching and ensure better standards of instruction, examination and research.

In 1947-48, there were only 55 colleges for general education in the State (41 for men and 14 for women) and only 37 of these taught up to the degree standard. There are now 124 colleges of which 120 teach up to the degree standard. The number of women's colleges is 27. It is expected that during the Third Plan, five new colleges will be started, two for women and three for men.

Much attention has been paid, during the post-independence period, to increasing the facilities for science studies and there are now 96 degree colleges and two intermediate colleges which offer courses in science. Of the total enrolment of 1,13,518 in the colleges, 40,466 (36,964 men and 3,502 women) offered science in 1960-61. By the middle of the Third Plan, the total number of students at the university stage is estimated to rise to 1.80 lakhs, and nearly 50 per cent of these are expected to study science. It is also proposed to

provide more courses in subjects like home science, home economics, child psychology, etc.

Another important development during the period under review has been the extension of honours courses. Twenty-five aided and ten government colleges now offer facilities at the honours level.

The introduction of the three-year degree course was taken up early during the Second Plan. Ninety-four colleges have already been given assistance under the scheme (total State share is Rs. 70.55 lakhs) for provision of additional accommodation and for purchase of furniture, equipment, and books. The programme is expected to be completed by the second year of the Third Plan. New pay scales have been introduced in all the degree colleges. A programme for the construction of staff quarters was also taken up and arrangements have been made for the construction of 316 quarters so far.

One of the main causes of student unrest seems to be the lack of even the minimum educational facilities, both in colleges and in the homes of students. The government has therefore launched a scheme of setting up Day Students' Homes in Calcutta, each with an intake of 1,000 students. The Homes supply textbooks as well as reference books to those who have no means to buy them and offer facilities for quiet study to those whose homes have no privacy. Admission to the Home is free and the attending students get subsidized meals at a low rate. The annual cost of running a Home comes approximately to Rs. 66,000. The success of the scheme has impressed the UGC who have sponsored a similar project for the establishment of non-residential students' centres in selected colleges. The UGC project however does not provide for subsidized meals. So far, four non-residential centres have been set up under the UGC scheme.

With the assistance of the UGC, the Jadavpur University has recently taken up a project for building an industrial estate within its campus. The project is estimated to cost about Rs. 5 lakhs and is meant to enable the students to earn while they learn.

A special problem in West Bengal is the excessive over-crowding in some Calcutta colleges. In accordance with the scheme introduced by the UGC, these colleges have now taken up a phased programme for reducing their strength. This, and the appointment of additional staff for the three-year degree course scheme, are likely to

improve the teacher-student ratio significantly. It is not possible to assess, at this stage, the extent to which the pressure on admissions to the university course will lessen as a result of the introduction of 11-year school and the three-year degree courses. For the present, the State is trying to meet the situation by providing additional seats in the existing colleges, by setting up or helping to set up new colleges and also by introducing alternative courses of study in technical and professional institutions. The government believes that it will not be fair to the student community to debar them from admission to institutions of higher learning without making satisfactory alternative arrangements for absorbing the overflow of secondary schools.

For the better utilization of facilities for collegiate education in the districts and to provide facilities for higher education in the remote rural areas, 44 students' hostels have been set up—three under the State Plan and 41 under the scheme of the UGC. Of these, 16 are for girls. For the hostels under the UGC scheme, the State Government has accepted the responsibility for paying matching grants amounting to Rs. 30.65 lakhs.

An interesting feature of post-independence development in collegiate education in the State has been the taking over or establishment of colleges on a sponsored basis. While the management of such colleges rests with private governing bodies, the entire deficit is met by the government. The system has encouraged voluntary effort because such voluntary organizations no longer have to worry about funds. There are 44 sponsored colleges in the State at present including one under the Jadavpur University and 11 set up specially to meet the needs of refugee students.

Technical Education

Before independence, there was hardly any provision for technical education at the pre-collegiate level. By the end of the First Plan however nine polytechnics had been established with a total capacity of about 2,000 students. The State now has 20 polytechnics for various courses (including mining engineering, printing technology, etc.) with a total capacity of 9,300 students. In seven polytechnics, facilities have also been provided for the draftsman's course and they turn out about 200 draftsmen annually. The State

has also set up 11 junior technical schools which aim at the diversification of educational opportunity at the middle stage. Two centres have been set up to train craft teachers for the basic and secondary schools. An institution has also been set up for training supervisors for the engineering industries. (This will provide a sandwich course to persons working in the industry.)

In regard to engineering education at the under-graduate and post-graduate levels, the intake of the Bengal Engineering College was raised to 200 at the beginning of the Second Plan. Under the scheme of expansion of training facilities for under-graduate studies, the intake and the total capacity for enrolment have since been raised to 430 and 1,680 respectively. At the instance of the Government of India, post-graduate facilities for research in engineering (with an intake of 30 students) have also been introduced in the College under the relevant centrally sponsored scheme. In consequence of the re-organization of secondary education, the under-graduate course at the College has been revised and a five-year integrated course has been introduced (1960-61). The Regional Engineering College, Durgapur, established under a centrally sponsored scheme, has started functioning (1960-61). Pending construction of teaching and residential accommodation at Durgapur, arrangements have been made for teaching and workshop training in the Bengal Engineering College. The College of Engineering and Technology under the Jadavpur University is also being developed with assistance from the Centre. A chemical engineering department has already been developed and its present intake is 370.

Social Education

Programmes of social education are in the charge of the chief inspector (social education) who is assisted at the headquarters by the assistant chief social education officer. Directly under the chief inspector of social education, there are district social education officers who organize and supervise social education programmes in the district. In each development block, there are two social education organizers (one man and one woman) in charge of the social education programme under the community development project. While administratively the organizers are under the community development administration, they receive technical guidance

from the district social education officers who are responsible to the Education Department.

The objectives of the programme of social education, now under implementation, include: (1) promotion of literacy and social education, including training of social education personnel ; (2) provision of facilities for post-literacy education and development of library services ; and (3) promotion of community activities and cultural and recreational programmes. The progress made in these and allied directions during the period under review is briefly indicated below:

(1) *Literacy* : In 1949-50, there were 579 adult education centres. Their number went on increasing from year to year until it reached 4,523 in 1960-61. The number of adults who attended these centres in that year was 2,18,948 of which 75,706 were made literate.

(2) *Literacy Workshop* : The first literacy workshop for the production of suitable literature for neo-literate and children was organized in 1914. Three such workshops have been organized and altogether 52 books have been produced.

(3) *Library Service* : A scheme providing financial assistance to the public libraries was first introduced in 1950-51 and is being continued. It envisages a state library at the top as the central, directing and controlling authority with district libraries and a network of lower level libraries (such as block libraries, area libraries and rural libraries) spread all over the State. Besides the state library, the libraries set up so far include 19 district libraries, 24 area libraries and 464 rural libraries.

(4) *Promotion of Community Activities* : Twelve model community centres and 46 school-cum-community centres offering suitable opportunities for educational, cultural and recreational activities to the rural people have been set up. A scheme seeking to promote and improve the folk-recreational performances was introduced in 1950-51. Under it, grants are given to recognized and well-known folk-recreational institutions. The scheme has provided encouragement to healthy recreative activities and has helped in the revival of some of the useful indigenous media of mass education. In 1960-61, 1,640 performances were given by these institutions, and these were attended by nearly six lakhs of people. To ensure a

schools and is taught up to class X to all students while elective science is taught in classes IX to XI to those who opt for it. Resources permitting, it is proposed to sanction science courses to all the upgraded schools in the Third Plan. The State gives grants to secondary schools for setting up or equipping science laboratories with a view to improving the quality of science teaching.

There is a dearth of qualified teachers to teach elective science courses in upgraded schools. To tide over the difficulty, the State has introduced a contents training course of six months' duration—both theoretical and practical—in physics, chemistry and biology in five colleges. Every year 350 existing science teachers complete this course. After training, the teachers become eligible for teaching elective science in upgraded schools. It is expected that all the existing science teachers of high schools will have completed the course by the end of the Third Plan.

Scholarships

During the pre-independence period, the total annual provision for scholarships and stipends did not exceed Rs. 1.51 lakhs. The State has decided to increase the number of scholarships and stipends sufficiently so as to ensure that no meritorious student is prevented from pursuing his studies for reasons of poverty alone.

TABLE 94: PROVISION OF SCHOLARSHIPS IN WEST BENGAL (1960-61)

Type of institutions	Total award of scholarships and stipends			
	Number		Total value per annum (in Rs.)	
	For boys	For girls	For boys	For girls
Colleges for general education	8,085	1,236	32,04,838	3,37,445
Colleges for professional education	3,172	465	20,87,770	2,57,652
Colleges for special education	260	80	78,222	24,416
Schools for general education	13,024	4,995	8,69,754	2,62,938
Schools for professional education	7,030	985	18,20,571	1,84,367
Schools for special education	542	114	73,876	21,787
TOTAL	32,113	7,875	81,35,031	10,88,605

As a result of this policy, the total number of recipients had increased to 41,129 and the total cost risen to Rs. 1,01,11,971 by 1960-61. The cost from the state funds alone worked out at Rs. 50,24,868 (which is 2.66 per cent of the total expenditure on education). The details and value of scholarships awarded to students in different types of institutions are given in Table 94.

Physical Education

In 1947, the post of Physical Director was abolished and that of Chief Inspector (Physical Education) and Youth Welfare Officer were created. At this time, the Government College of Physical Education, Calcutta offered a diploma course for men only. There were about 100 trained physical education teachers in schools. About 1,000 youth clubs and youth organizations were actively functioning, but their activities were neither controlled nor coordinated by the state associations.

Nothing of any special significance took place during the First Plan except that a women's recreational centre was established at the Hastings House, Alipore, Calcutta. The Second Plan however witnessed several important developments in this field. The Government College was renamed Post-graduate Training College for Physical Education and was shifted from Calcutta to Banipur, 24 Parganas, where new buildings for the college and the hostels have been built. A women's wing offering diploma and certificate courses has been added. Provision has also been made for a certificate course for men. The total intake of the college has been raised from 20 to 60.

Sixteen new posts of district officers for physical education and youth welfare have been created. There are two officers now to organize, guide and supervise physical education in each district. Among other things, these officers make arrangements for the coaching of students and youths in their respective jurisdictions. Specialized coaching is however organized through different state sports associations. Funds have been made available for the construction of stadia, gymnasias, swimming pools, pavilions, etc., for non-student youth clubs and associations. A significant achievement is the construction of two stadia—one at Jalpaiguri and the other at Bankura—for which a sum of Rs. 1,31,868 was sanctioned,

A total amount of Rs. 1,20,500 has been sanctioned for the provision of playgrounds for schools in the rural areas. Thirty-four playgrounds have so far been acquired or purchased.

Youth Welfare

Fourteen youth hostels have been set up during the Second Plan at selected natural beauty spots and places of interest. They provide free accommodation ; but the campers have to arrange for their own meals and pay a nominal charge for beds. Grants-in-aid are given to educational institutions organizing youth tours and hikes.

Youth camps are organized as part of the social education programmes. The campers participate in activities such as construction and repairing of roads, reclamation of derelict tanks, clearing of jungles, filling up of dugouts and stagnant pools. Educational talks and discussions and social and cultural functions are also arranged.

NCC and ACC

The National Cadet Corps has 59 units in the senior division (boys) besides two naval units and two air units and 380 units in the junior division (boys). In the girls' division it has 13 senior and 33 junior units. The present strength of officers and cadets is given in Table 95.

TABLE 95: STRENGTH OF NCC OFFICERS AND CADETS IN WEST BENGAL

Category	Senior division		NCC rifles		Junior division	
	Boys	Girls	Boys	Girls	Boys	Girls
Officers	..	163	13	..	..	262
Cadets	..	7,903	577	3,807	279	12,224
TOTAL	..	8,066	590	3,807	279	12,486
						926

The most important development in the National Cadet Corps Organization during the Second Plan has been the organization of (1) the officers' training unit, and (2) the National Cadet Corps Rifles. The officers' training unit prepares potential National Cadet Corps cadets for regular commission in the army. West Bengal has been allotted one company of three platoons each consisting of 31 cadets (total 93) to be raised in three successive years beginning from

1959-60. The National Cadet Corps Rifles cater for the students who are desirous of getting military training. Fifteen units of 200 cadets each (3,000 cadets) form a group commanded by a Major from the regular army. Two groups (6,000 cadets) were allotted to the State in 1959-60 and eight groups in 1960-61.

The organization of the Auxiliary Cadet Corps was taken up in 1957. So far, 45 women and 369 men teachers have been trained. An equal number of sections (414) has been raised, bringing the total number of sections to 934 consisting of 51,303 cadets including 2,333 girls. The Second Plan target was 1,440 sections with 86,400 cadets.

Himalayan Mountaineering Institute, Darjeeling

The Himalayan Mountaineering Institute, Darjeeling was established in 1954 for imparting practical training in mountaineering and to promote mountaineering as a sport in India. A Physiological Research Section of the Institute has been started to conduct research on high altitude physiology.

The Institute, jointly sponsored by the Government of India and the Government of West Bengal, is under the management of an Executive Council with the Prime Minister of India as its President and the Chief Minister, West Bengal, as its Vice-President. Shri Tenzing Norkay of Mount Everest fame is the Director of Field Training at the Institute.

The Institute holds annually four basic courses of training, each of about six weeks' duration. It has so far trained over 500 candidates from all over India in 24 basic courses. The Institute also organized six advanced courses in the form of expeditions to higher altitudes. A number of rock-climbing courses were also organized in Bombay, Punjab, Kashmir and other parts of India by a group of touring instructors from the Institute.

Medical Inspection of School Children

Regular health examination of the students is done in many schools. Some schools have their own health clinics. The cost of medical inspection is met either by charging a small fee to the students or by drawing on the voluntary service of medical practitioners.

Education of Scheduled Castes, Scheduled Tribes and other Backward Classes

A separate department, called the Tribal Welfare Department, was set up by the government after independence to look after the welfare of the scheduled castes, scheduled tribes and other backward classes. At the primary stage, scheduled caste children attend schools in large numbers. At the secondary stage however there is a wide gap between the number of the scheduled caste and non-scheduled caste children. Only 13.94 per cent of scheduled caste students of the age-group 11-16 attended classes in 1957-58 as against 32.30 per cent of the general population. The gap in the post-secondary stage is wider still. As regards the scheduled tribes, only 36.90 per cent of the age-group 6-10 attended primary schools in 1957-58 which is less than half of the percentage for the general population.

Arrangements are made to teach the tribal pupils in their own mother tongue at the primary stage provided at least 40 such pupils in a school or ten in a class are available for the purpose. Steps have been taken to appoint, wherever necessary, qualified tribal teachers or non-tribal teachers with knowledge of tribal languages. Arrangements have also been made for the training of tribal teachers. Admission qualifications for training and minimum qualifications for appointment as primary teachers have been relaxed for tribal candidates.

A Cultural Research Institute has been established by the State Government to study different aspects of the tribal life with a view to preserving the good features of tribal culture. The Institute also advises the government on various problems concerning the scheduled tribes.

Subject to the availability of resources, every encouragement is being given to the scheduled tribes and other backward classes to send their children in larger numbers to schools and colleges. Progress is slow, but steady and unmistakable.

Pre-primary Education

Pre-primary education in the State has, for the most part, been organized by private enthusiasts. Out of a total of 78 pre-primary schools at present operating, only two are managed by the government. During the First and the Second Plans however the State

Government has encouraged a number of these institutions with liberal grants.

Most of the pre-primary schools operate in the urban areas. A few schools have recently been started in the rural areas. It has been observed that attendance in the primary and basic schools in the rural areas served by these pre-primary schools is better and more regular than in the areas where there are no such schools.

There are two recognized training institutions in the State for training pre-primary teachers. Their annual intake is 60.

Education of the Handicapped

There are at present five institutions for the deaf and dumb and four institutions for the blind in the State. Of the five institutions for the deaf and dumb, the Calcutta Deaf and Dumb School and Muk Vadhir Vidyamandir, Calcutta receive maintenance grants while the others have been developed on a sponsored basis. These schools can accommodate about 500 students (boys and girls) and have hostel accommodation for 50 per cent of the total enrolment. Of the four institutions for the blind, only one institution, *viz.*, Blind Boys' Academy, Ramakrishna Mission Ashram, Narendrapur, is established on a sponsored basis and the rest are in receipt of maintenance grants. These institutions can accommodate about 300 students, most of whom (boys and girls) reside in attached hostels. Government has spent a good amount of money towards the transcription of braille books at the Home for the Blind, Narendrapur. Government has also sanctioned a capital grant of Rs. 93,000 in favour of the Calcutta Blind School towards the cost of a building needed for the braille press, library and reading room, and for providing additional residential accommodation for girls. A proposal for the development of the Blind Boys' Academy, Ramakrishna Mission Ashram, Narendrapur is now under consideration.

A teachers' department has been opened at the Calcutta Deaf and Dumb School for the training of teachers of deaf and dumb schools. The duration of the course is one year.

There is only one institution, *viz.*, Bodhi Peeth, Calcutta, for the mentally handicapped children (boys and girls). This is a residential institution and can accommodate 75 students. It receives a maintenance grant from the government.

Audio-visual Education

A film library with a mobile unit is attached to the Education Directorate at the State headquarters. Also nine mobile and ten non-mobile audio-visual education units have been set up under the auspices of certain well-known voluntary organizations. They have functioned actively. In 1960-61, they gave 1,420 shows that were attended by more than 5.47 lakhs of people.

Teaching of Hindi

Hindi has been introduced in all secondary schools in the State. Part-time Hindi teachers are sanctioned for schools where the existing staff is unable to take up this work. A steadily increasing number of candidates is offering Hindi in the school final examination.

The University of Calcutta has a full-fledged Hindi department which teaches up to the M.A. standard. There is also an undergraduate language teaching department where Hindi is taught to non-Hindi-speaking students.

A number of private organizations are also working to develop and propagate Hindi in the State. Eleven voluntary organizations run Hindi teaching centres in different parts and four prepare students for the Hindi examinations conducted by Rashtrabhasa Prachar Samiti, Wardha, Hindustani Prachar Sabha, Wardha, Hindi Sahitya Sammelan, Allahabad and Prayag Mahila Vidyapith.

Facilities for the training of Hindi teachers are also provided by non-official organizations. Two Hindi teachers' training diploma classes are being run in Calcutta by the West Bengal Rashtrabhasa Prachar Samiti. Another Hindi teachers' diploma class has been opened in Midnapur by the Contai Seva Sangha. The State Government is giving financial assistance to both these agencies for this work. A Hindi teachers' training college, run under the auspices of West Bengal Rashtrabhasa Prachar Samiti, is also given financial assistance by the State Government.

Teaching of Sanskrit

Sanskrit has all along been a compulsory subject at the secondary stage. Facilities for teaching the subject at the university stage have also been adequate. Since 1950, facilities for research and post-

graduate studies in Sanskrit have been made available at the Sanskrit College, Calcutta.

For teaching Sanskrit on the traditional lines, there were about 200 Tols in West Bengal in 1947. The number has since increased to about 1,500. Examinations for the Tol students are conducted by the Bangiya Sanskrita Siksha Parishad, Calcutta. About 12,000 students appeared at the different examinations of the Parishad in 1960. Formerly, most of the Tols were supported by grants from local zamindars. On the acquisition of the zamindary estates by the government, these grants stopped and the Tols found themselves in financial difficulty. The government is now considering the question of sanctioning maintenance grants to these institutions.

It is also proposed to modernize the curriculum of the Tols on the lines of the secondary curriculum. The idea is to enlarge it by including certain non-Sanskritic subjects. With this end in view, provision for teaching the new subjects has already been made in the four government Sanskrit Tols in this state.

Grants have also been given to private bodies such as Sanskrit Visva Parishad, Bombay, the Bhandarkar Institute for Oriental Studies, Poona, and the Kalidasa Samaroha Celebration Committee in the Madhya Pradesh for the promotion of Sanskrit learning. There is also provision for a number of old-age literary pensions to Sanskrit Pandits and for the publication of Sanskrit books and periodicals.

Administration

The Education Department of the Secretariat is headed by the Education Minister who is a member of the State Legislature. He is assisted by a Deputy Minister and a Secretary. Before independence, the post of the Secretary was always held by a member of the Indian Civil Service. Since April 1948 however when the State made a departure from this policy, an educationist has been holding this appointment.

The Education Directorate consists of a Director of Public Instruction who is assisted by three Assistant Directors and seven Chief Inspectors—one each for primary education, secondary education, women's education, technical education, social welfare, social (adult) education and physical education.

Expenditure on direction and inspection in West Bengal has been very low for many years. The expenditure in 1947-48, for instance, was Rs. 9.46 lakhs which worked out to 1.69 per cent of the total educational expenditure. Again, in 1960-61 it was only Rs. 37.53 lakhs which worked out to 1.11 per cent of the total expenditure. The present staffing of the Directorate and the Inspectorate is obviously quite inadequate for the increased responsibilities of the Department. If its efficiency is not to suffer, the Department will have to be considerably strengthened during the Third Plan. It may also be necessary to strengthen the technical unit attached to the Directorate for the approval of building plans and estimates as well as for the supervision of construction work.

Finance

The total expenditure on education in 1947-48 was Rs. 559 lakhs of which the government bore only Rs. 197 lakhs or 6.01 per cent of the total State budget. In 1960-61, this rose to Rs. 3,409 lakhs of which the government bore Rs. 2,135 lakhs. In 1960-61, the State spent Rs. 1,731 lakhs (11.82 per cent of the total State budget) on education. It will be evident from these figures that the percentage of government contribution (State and Central) to the total expenditure has progressively risen during the post-independence period.

Increase in the government contributions however does not imply any non-utilization of the voluntary effort. A minimum of 12.5 per cent local contribution for all non-recurring projects is generally insisted upon. Apart from this, it is the policy of the State Government to enlist voluntary effort towards the organization and management of educational institutions and to ensure for them freedom from financial worry by arranging to pay deficit grants.

As regards special taxation for education, the Rural Primary Education Act of 1930 provides for the imposition of an education cess for meeting a portion of the cost of primary education. No other educational tax has been imposed in the State.

Outlook in the Third Plan

The Third Five Year Plan of the State, like the first two Plans, aims at a balanced development of education in the State. Some of its main features are:

(1) *Primary and Basic Education* : The State is expected to have a population of about 3.92 crores in 1965-66, as against 3.49 crores in 1960-61. This gives an estimated number of 48.98 lakh children in 1965-66 as against 42.48 lakh children in the age-group 6-11 in 1960-61. As it is proposed to enrol 82.7 per cent children in the age-group 6-11 during the Third Plan as against 68.3 per cent at the end of the Second Plan, it will be necessary to provide additional facilities for about 11.50 lakh children by 1965-66. It is expected that during the Third Plan the annual output of trained teachers will rise to 5,000 per year. As regards the age-group 11-14, it is estimated that about 23.1 per cent of the children were in schools by 1960-61. It is proposed to increase this percentage to 40.4 by 1965-66.

(2) *Secondary and University Education* : About 11.7 per cent of the children in the age-group 14-17 are estimated to have been in the high or higher secondary schools by the end of 1960-61. This is sought to be raised to about 27.5 per cent by the end of the Third Plan. The three-year degree course will be introduced in all the colleges and increased emphasis will be placed on the development of science studies and facilities for honours courses. The student population at the under-graduate level by the end of Third Plan is likely to reach 1.80 lakhs. Other important features of the Plan will be: (i) liberal provisions for higher education for girls, (ii) development of residential accommodation in the colleges, (iii) provision of improved amenities for students inclusive of scholarships and stipends to the needy and the meritorious students, (iv) better facilities for research and higher studies, and (v) provision of staff quarters.

(3) *Technical Education* : West Bengal is primarily an industrial state whose future in no small measure will depend on the availability of qualified engineers, technologists, supervisors and skilled craftsmen in large numbers.

Apart from consolidating the existing facilities for technical education, it is proposed to have three additional engineering colleges with a capacity of 2,450 students, eight polytechnics and another institution for a sandwich course during the Third Plan. It is also proposed to have 15 more junior technical schools in the State.

I—Number of Institutions—Contd.

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Pre-primary schools..	18	2	78	9
Schools for vocational and technical education				
Agriculture and forestry	2	..	2	..
Arts and crafts	5	3	..	..
Commerce	54	1	73	1
Engineering	14	..	21	..
Medicine	11	1	10	2
Teacher training				
Basic ..	13	1	28	2
Non-basic	46	10	38	9
Technology, industrial, arts and crafts	145	56	164	77
Others	1	..	1	..
Schools for special education				
For the handicapped			10	..
Social (adult) education	4,779	434	4,523	872
Others			1,105	37
TOTAL	33,187	2,007	38,540	2,849

II—Number of Students

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
A. By type of institutions				
Universities	8,006	1,673	12,210	2,172
Research institutions	376	14	333	21
Arts and science colleges	87,374	14,386	1,13,518	26,578
Professional and technical colleges	8,703	639	13,058	1,578

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Special education colleges	..	2,114	1,277	3,453
Higher secondary schools	}	5,51,099	1,08,586	3,96,432
High schools				84,324
Middle schools				
Basic	4,218	469
Non-basic	1,50,370	28,658
Primary schools				
Basic	64,412	18,899
Non-basic	21,90,377	6,98,793
Pre-primary schools	1,813	769
Schools for vocational and technical education	..	31,200	7,574	44,768
Schools for special education	..	2,28,993	26,591	2,48,921

B. By stages/subjects

Research (general education)		240	27	578	111
Post-graduate diploma in general education	..	..	..	16	1
M.A. and M.Sc.	..	..	2,466	765	4,062
B.A. and B.Sc. (Pass and Hons.)		19,528	4,475	36,625	11,359
Intermediate (arts and science)		60,713	9,929	67,097	15,219
Professional education (university standard)					
Agriculture and forestry	..	179	5	235	1
Commerce	..	8,092	11	12,728	64
Engineering and technology	..	3,538	5	6,018	42
Law	..	2,296	30	4,150	212
Medicine	..	4,278	433	4,191	651

II—Number of Students—Contd.

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Teacher training				
Basic ..	..	..	126	24
Non-basic ..	..	..	923	337
Veterinary science ..	..	..	262	5
Other subjects ..	..	..	16	..
Special education (university standard)	..	..	2,385	1,166
General education (school standard)				
High and higher secondary ..	1,43,453	24,314	2,18,204	45,553
Middle ..	5,52,201	1,08,117	7,67,529	2,03,473
Primary ..	22,73,308	7,22,245	26,52,317	9,50,967
Pre-primary ..	..	3,760	1,744	7,293
Vocational education (school standard)				
Agriculture and forestry ..	..	171	..	160
Arts and crafts ..	..	446	344	..
Commerce ..	..	11,545	1,013	17,390
Engineering ..	..	3,020	..	8,214
Medicine ..	..	1,008	183	1,103
Teacher training				
Basic ..	..	748	121	1,808
Non-basic ..	..	1,308	415	1,040
Technology and industrial, arts and crafts ..	..	12,969	5,775	15,183
Other subjects ..	..	694	..	421
Special education (school standard)				
For the handicapped			697	234
Social (adult) education	}	2,29,382	26,845	2,18,948
Other subjects				
TOTAL ..	..	33,39,055	9,08,328	40,79,844
				12,85,014

III—Expenditure on Educational Institutions

Item	1955-56		1960-61	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
A. By sources				
Government funds				
Central ..	1,61,67,871	3,42,013	3,10,93,856	9,64,468
State ..	10,58,36,681	1,00,18,927	18,23,92,553	1,70,82,724
District board funds ..	57,73,673	1,51,223	49,37,658	94,859
Municipal board funds ..	35,76,585	13,34,830	45,56,643	14,08,647
Fees ..	6,04,76,254	1,08,12,996	9,32,10,383	1,77,33,568
Other sources ..	1,76,00,937	27,41,215	2,46,74,513	46,36,040
B. By type of institutions				
Direct expenditure on				
Universities ..	84,88,989	..	1,43,83,143	..
Boards ..	11,16,081	..	27,19,420	..
Research institutions ..	16,14,931	..	26,95,045	..
Arts and science colleges	1,40,96,164	15,21,589	2,85,80,692	42,57,608
Colleges for professional and technical education ..	1,18,81,298	92,638	1,96,56,720	3,88,937
Colleges for special education ..	4,44,522	85,516	10,27,163	1,83,823
High and higher secondary schools ..	4,57,98,199	96,40,949	7,57,26,015	1,63,03,117
Middle schools				
Basic ..	2,18,933	..	15,08,214	2,47,550
Non-basic ..	86,93,428	12,38,874	1,36,30,301	25,19,119
Primary schools				
Basic ..	19,00,666	23,347	57,26,898	2,08,094
Non-basic ..	4,83,95,013	44,70,535	6,51,39,984	51,51,486
Pre-primary schools ..	1,75,362	1,01,388	3,92,792	1,34,319
Vocational and technical schools ..	64,98,552	8,45,718	95,54,742	11,38,663

III—Expenditure on Educational Institutions—Contd.

Item	1955-56		1960-61	
	Total Rs.	On institu- tions for girls Rs.	Total Rs.	On institu- tions for girls Rs.
Special education schools	48,43,549	8,20,798	48,99,760	8,65,253
TOTAL (<i>Direct</i>) ..	15,41,65,687	1,88,41,352	24,56,40,889	3,13,97,969
Indirect expenditure on				
Direction and inspection	20,13,456	1,07,879	37,53,060	1,32,811
Buildings ..	2,51,00,633	32,53,037	5,32,07,986	59,56,723
Scholarships ..	1,14,19,597	17,20,713	1,64,06,653	27,08,497
Hostels ..	24,54,191	5,24,078	33,89,156	8,40,607
Other miscellaneous items ..	1,42,78,437	9,54,145	1,84,67,862	8,83,699
TOTAL (<i>Indirect</i>) ..	5,52,66,314	65,59,852	9,52,24,717	1,05,22,337
GRAND TOTAL ..	20,94,32,001	2,54,01,204	34,08,65,606	4,19,20,306

IV—Number of Teachers

Item	1955-56		1960-61	
	Total	Women	Total	Women
Universities and colleges ..	N.A.	N.A.	8,346	920
High and higher secondary schools				
Middle schools } ..	29,005	4,570	29,391	5,950
Primary schools	71,746	5,232	10,867	1,692
Pre-primary schools	79	73	83,732	8,021
Vocational and technical schools ..	N.A.	N.A.	216	195
Special schools	N.A.	N.A.	2,419	430
TOTAL .. .. ..	..	..	4,123	718
			1,39,094	17,926

N. A.—Not available

V—Examination Results

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Students passing				
M.A. and M.Sc. ..	N.A.	N.A.	1,986	633
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	11,679	3,556
Professional (degree) ..	N.A.	N.A.	7,977	539
Matriculation and equivalent examinations ..	N.A.	N.A.	52,256	12,562

VI—Number of Institutions in Rural Areas

Item	1955-56		1960-61	
	Total	For girls	Total	For girls
Universities and colleges ..	13	..	41	1
High and higher secondary schools	843	18	1,076	75
Middle schools	1,482	119	2,031	278
Primary and pre-primary schools	22,055	369	24,945	316
Vocational and special schools ..	3,836	240	4,915	807
TOTAL	28,229	746	33,008	1,477

VII—Number of Pupils from Rural Areas

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Universities and colleges ..	42,022	3,658	47,907	4,578
High and higher secondary schools	2,39,801	10,890	3,69,636	48,986
Middle schools	1,22,759	14,440	1,91,222	49,471
Primary and pre-primary schools	18,69,547	5,47,386	21,96,561	7,28,324
Vocational and special schools ..	2,14,870	14,970	2,19,302	31,355
TOTAL	24,88,999	5,91,344	30,24,630	8,62,714

N.A.—Not available

VIII—Number of Students in Selected Classes

Item	1955-56		1960-61	
	Total	Girls	Total	Girls
Number of students in classes				
I-V	N.A.	N.A.
VI-VIII	N.A.	N.A.
IX-XI	N.A.	N.A.

IX—Some Selected Averages and Percentages

Item	1955-56	1960-61
Cost per capita on education (in rupees)	..	..
Cost per pupil (in rupees)	N.A.	9.6
High and higher secondary schools	..	..
Middle and senior basic schools	..	..
Primary and junior basic schools	..	..
Number of pupils per teacher in		
High and higher secondary schools	81.6	97.2
Middle and senior basic schools	57.7	67.1
Primary and junior basic schools	22.3	26.9
Percentage of trained teachers in		
High and higher secondary schools	31	31
Middle and senior basic schools	25	21
Primary and junior basic schools	31	31
N. A.—Not available	35.4	14.8
	26.9	38.1

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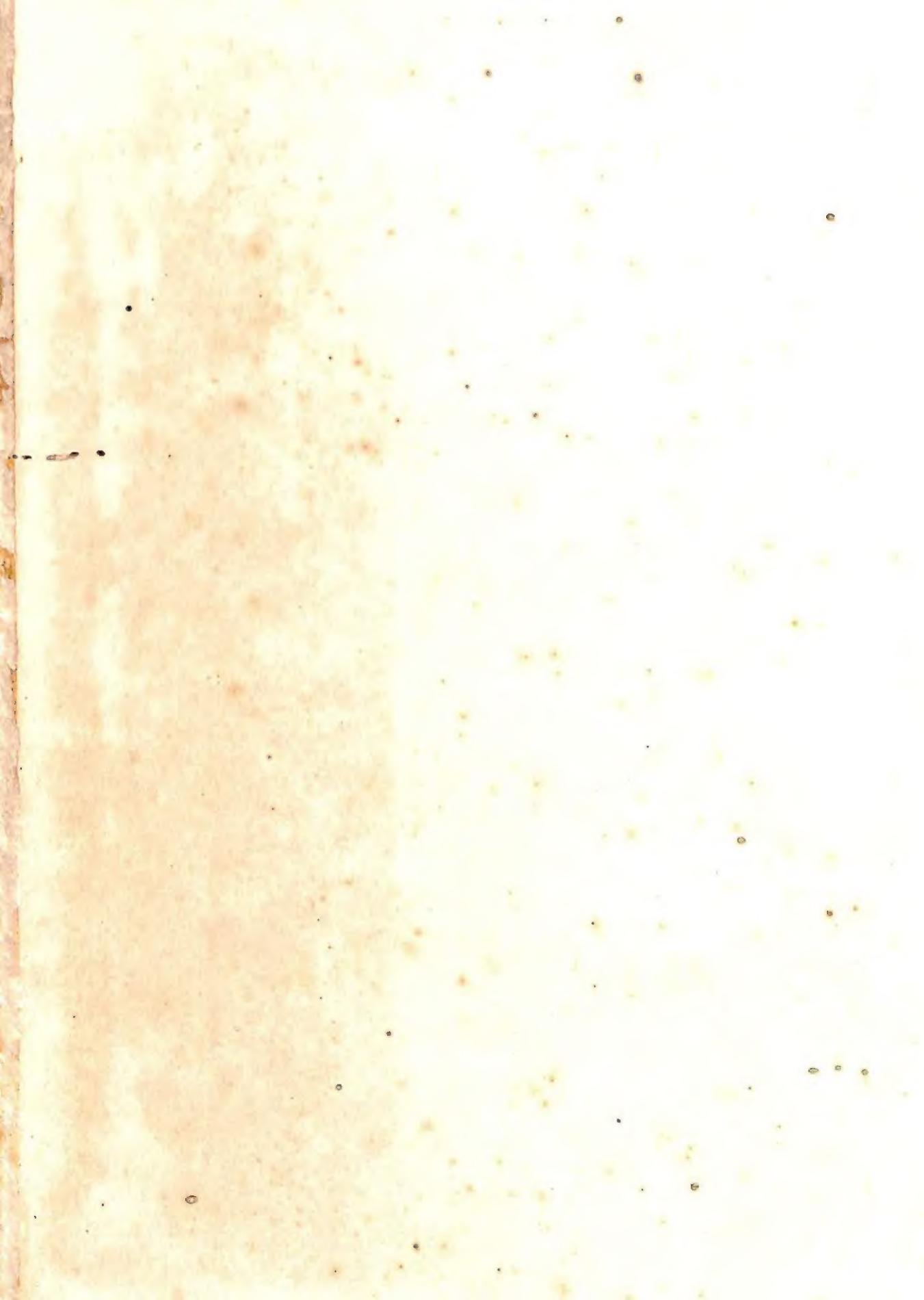
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